

**BA Theatre Arts Education and Deaf Studies**  
**For students entering Part 1 in 2013/4**

**UCAS code: W440**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Dance, drama and performance.
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	19/May/2015
Programme Director:	Ms Cathy Wardale
Programme Advisor:	
Board of Studies:	Board for BA in TAEDS
Accreditation:	

**Summary of programme aims**

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 enable students to develop a critical, analytical approach to theatre, and make intelligent and informed decisions regarding form, presentation, design and performance, through a variety of dramatic contexts, theatrical forms and systematic analysis of dramatic texts and theatrical performances.
- To provide students with an introduction to the pedagogy of drama and theatre in education and to appropriate educational skills and techniques in drama and theatre work with deaf and hearing children and young people 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 following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, (written, oral and visual), problem-solving, team working, information handling, numeracy 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.

Levels 1-3 British Sign Language (BSL) are taught by fully qualified staff to students across the programme and they are entered for accredited examinations as appropriate.

The teaching of BSL is also incorporated into modules ED1DS1 and ED2DS2. The examinations will be paid for by the individual student and these professional qualifications do not form a part of the assessment for the modules.

All students are expected to attend sign language classes unless permission to do otherwise is given by the Programme Director.

**Part 1 (three terms)**

*Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED1SS	Study Skills (TAEDS)	10	4
ED1PA	Performance Analysis	10	4
ED1DPE	Drama in Primary Education	30	4
ED1TCH	Theatre Contexts: Histories	20	4
ED1PTV1	Physical Theatre Vocabularies - 1	30	4
ED1DS1	Deaf Studies-1	20	4

**Part 2 (three terms)***Compulsory modules*

ED2DS2	Deaf Studies - 2	20	5
ED2ECMS	Student Enterprise and Careers Management Skills	20	5

## Optional Routes

TAEDS students can choose one of the following routes through their Part 2 studies

## Route A

ED2DATE	Drama and Theatre in Education	30	5
ED2PTV2	Physical Theatre Vocabularies - 2	30	5
ED2TCF	Theatre Contexts: Forms	20	5

## Route B

ED2DATE	Drama and Theatre in Education	30	5
ED2PTV2	Physical Theatre Vocabularies - 2	30	5

Route B means that they can choose to take a possible 20 credits in another programme to substitute for Theatre Contexts: Forms (ED2TCF), subject to approval from the Programme Director

## Route C

ED2DATE	Drama and Theatre in Education	30	5
ED2TCF	Theatre Contexts: Forms	20	5

Route C means that they can choose to take a possible 30 credits in another programme to substitute for Physical Theatre Vocabularies 2 (ED2PTV2), subject to approval from the Programme Director

## Route D

ED2PTV2	Physical Theatre Vocabularies - 2	30	5
ED2TCF	Theatre Contexts: Forms	20	5

Route D means that they can choose to take a possible 30 credits in another programme to substitute for Drama and Theatre in Education (ED2DATE), subject to approval from the Programme Director

**Part 3 (three terms)***Compulsory modules*

ED3WP	The Working Place	20	6
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\* Students will take either the dissertation or a final practical project that can be performance or education-based depending upon the Route that they chose in Part 2.

## Optional modules

ED3FP1**	Final Project: Dissertation	40	6
ED3FP2**	Final Project: Performance	40	6
ED3DTSN	Drama & Theatre with SEN	20	6
ED3STM	Sign Theatre Monologues	20	6
ED3THP	20th and 21st Century Theatre Practitioners	20	6

One 20 credit module may be selected from elsewhere in the University, subject to approval by the Programme Director.

\*\* BA TAEDS students must take either ED3FP1 or ED3FP2.

### **Progression requirements**

To proceed to Part 2 it is sufficient to obtain in Part 1 an overall average of at least 40% over 120 credits and achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance.

### **Assessment and classification**

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

### **Three-year programmes**

Part 2 one-third

Part 3 two-thirds

The programme is taught via a blended learning approach. There is a range of practical workshops, lectures, seminars, small group and individual tutorials as appropriate to the particular module. Practical and Production work will require a substantial amount of preparation and rehearsal in small groups 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 coursework and there are no formal written examinations. 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. Assessment of practical work and of an individual's contribution to a group project will take into account the process and preparation.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

Four GCSE passes at grade C or above including Grade C or better in English; and achieved

A levels: 160 points UCAS Tariff including 2 full A levels; two AS grades are accepted in place of one A-Level

International Baccalaureate: Pass Diploma and achieve 5,5 in three higher level subjects

**Admissions Tutor:** Cathy Wardale

### **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, Placement and Experience Centre (CPEC), 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

The programme policy is one of TOTAL COMMUNICATION, embracing the communication needs of all students, academic and support staff within the continuum of hearing loss. Students are, where appropriate, encouraged to apply for the Disabled Students' Allowance and are encouraged to take advantage of the support the university can offer in coordinating applications through the Disability Advisory Service; support might include professional sign language interpreters or lip-speakers, specialised equipment or English language support. The Royal Berkshire Hospital runs regular clinics for hearing-aid repair or battery replacement. Further details of these and other support services for students are given in the Programme Handbook.

### **Career learning**

#### **Career prospects**

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 programme or other routes into the teaching profession.

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.

The specific content and its practical bias, are admirable preparation for careers in drama related work such as acting, arts administration, 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.

#### **Opportunities for study abroad**

As part of the degree programme students may have the opportunity to study abroad at an institution with which the University has a valid agreement.

No formal arrangements have been made for study abroad though informal arrangements might be possible.

#### **Placement opportunities**

Students undertake a compulsory work-related placement within Part 3. It takes place across the period from the last weeks of the Summer term (Part 2) until the start of Part 3. A written report is submitted for assessment within the Autumn term of Part 3, when they also present their work to others. Students are responsible for choosing and arranging their work placement, with guidance from tutors.

#### **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 and Practitioners mainly from the twentieth century to the present day.
3. Theatre forms from Europe and elsewhere, specifically Asia, with an emphasis on visual and physical theatre.
4. The incorporation of Sign within theatre, including visual gestural communication in drama, text translation (both contemporary and Shakespearean texts) to sign, and production and performance.
5. Drama in education in schools and community

###### **Teaching/learning methods and strategies**

Knowledge and understanding of 1-8 are gained in part from a variety of blended teaching methods (lectures, seminars, tutorials, online tools), 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 2 introduces 9 through careers management skills and mini-venture projects. This is enhanced with a work-related placement between the end of Part 2 and the beginning of Part 3 with a field report submitted in Part 3. Part 1 provides an introduction to 1-4 & 8 and

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.

9. The application of learning in the context of the workplace.

includes a major experience of 6 and 7 through a whole cohort production under the supervision of staff. 5 is introduced within the context of primary education. Part 2 extends the understandings of 1-4, develops 5 & 8 in the context of secondary education and community theatre, and enhances 6 and 7 through introducing independent group work. The context of SEN completes 5 & 8 in Part 3, when 1-4 and 6-7 are taken to a high level including either independent study for a dissertation or independent direction in final small group productions/practical education projects.

#### *Assessment*

In all parts assessment of 1-8 is by course work, including written assignments and group practical work and productions (with individual reflection). 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 the work placement field report and either a Dissertation or the Final Practical Project accompanying written thesis.

Formative assessment is also through self and peer assessment.

### **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 contexts.
6. Demonstrate a capacity for independent work.

#### **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 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 work placement field report and dissertation or Production thesis.

#### *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.

Formative assessment is also through self and peer

assessment.

### **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.
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 ICT skills.
7. Begin career management.
8. Devise and Plan enterprise projects

### **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 Deaf Studies modules 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. Signing in the context of sign within theatre is assessed through practical work and productions. Students may enter 'Signature' 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. Skill 5 is promoted through Sign Theatre monologues and via the Part 2 work placement module. In addition in Part 3 skill 5 is enhanced either via the final practical project or a dissertation.

For skill 6, all modules include elements of working within the University's virtual learning environment. Blackboard and students make use of power point and online tools in presentations and seminars throughout the Programme. Career management is an integral part of a Part 2 module and involves self-profiling and creation of a Curriculum Vitae.

#### *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 via the Part 2 work placement module and the Part 2 dissertation/Final Project modules. Skills 7 and 8 are assessed in the course work for the relevant Part 2 module. Skill 6 is assessed throughout. Students may enter 'Signature' sign language 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.**