



RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) Performance and Theatre Arts

Programme Specification

June 2013

Introduction

This document describes the degree of BA (Hons) Performance and Theatre Arts awarded by Richmond the American International University in London using the protocols required by *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2008). Also key to the background for this description are the following documents:

QAA (2011). *UK Quality Code for Higher Education. Part A: Setting and maintaining threshold academic standards A3: The Programme Level and Part B: Assuring and Enhancing Academic Quality B1: Programme Design and Approval.* (www.qaa.ac.uk)

QAA (2008). *Higher Education Credit Framework for England: guidance on academic credit arrangements in Higher Education in England.*

SEEC (2010). *Credit Level Descriptors for Higher Education.* Southern England Consortium for Credit Accumulation and Transfer (www.seec.org.uk).

Middle States Commission on Higher Education. *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation.* 2006, Rev. Ed. 2011. (<http://www.msche.org/publications.asp>)

The degree is delivered within the framework of a US Liberal Arts undergraduate degree programme. Typically students complete 40 separate courses over the programme which takes 3.5 to 4 years (approximately 10 courses per year, with summer courses allowing for accelerated progress in some cases). Normally, each course carries 3 US academic credits (equivalent, approximately, to 3 classroom contact hours per 15 week semester). On this basis, students are required to earn a total of 120 US academic credit hours in order to complete their degrees. Of these 40 courses, roughly half are at the “lower-division” taken in the first two years of study and coded 3000-4999, and half are at the “upper-division”, taken in years three and four, and coded 5000-6999.

Richmond degrees are also articulated in terms of UK Regulatory Frameworks, chiefly the *FHEQ* and the *Higher Education Credit Framework for England*. Each course has been assigned to an appropriate level on the *FHEQ*, based on the course’s learning outcomes and assessment strategies (note that the courses comprising the first year of the 4-year US undergraduate degree are normally at Level 3). US undergraduate credit can *generally* be translated to ECTS and UK CATS credits in the following manner: 1 US credit = 2 ECTS credits = 4 UK CATS credits. So a US degree of 120 credits would translate as 240 ECTS credits and 480 UK CATS credits (with a minimum of 360 UK CATS credits at Levels 4-6 on the *FHEQ*).

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1. Overview/Factual Information

Programme/award title(s)	BA (Hons) Performance and Theatre Arts with Combined Studies
Teaching Institution	Richmond, the American International University in London
Awarding Institution	The Open University
Date of latest OU validation	TBV
Next revalidation	2013-2014
Credit points for the award	123 US Credits 492 UK Credits (124 at <i>FHEQ</i> Level 3; 124 at Level 4; 120 at Level 5; 124 at Level 6)
UCAS Code	University Code: R20 Course Code: W440
Programme start date	September 2013
Underpinning QAA subject benchmark(s)	Dance, Drama and Performance (2007) http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Dance-drama-performance.aspx
Other external and internal reference points used to inform programme outcomes	See sections 2.3 and 2.4 below.
Professional/statutory recognition	N/A
Language of Study	English
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 4 years (including one year at <i>FHEQ</i> Level 3)
Dual accreditation (if applicable)	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
Date of production/revision of this specification	June 2013

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 s/he 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 course specification documents, syllabi, and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

Programme Specification Publication Dates

Document publication date	June 2013
Revision 1	
Revision 2	

2. Programme aims and objectives

2.1. Educational aims and mission of the programme

MISSION

The *BA (Hons) Performance and Theatre Arts with Combined Studies* offers a combination of practical acting experience with a comprehensive knowledge of theatre history and performance theory and practice. The degree provides students with a broad-based knowledge of current performance theory and extensive hands-on practical experience, offering a balance between theoretical, conceptual, practice-based and practice-as-research approaches to the discipline. This combination prepares students ideally for graduate study or for careers in arts management, theatre production management and administration both in the running of theatres and theatre companies, casting, advertising, stage management, costume and set design. Students develop a series of skills that will also enable them to work in a variety of professions in other creative industries including TV, film, radio drama, and education. The degree begins by providing broad analytical and practical frameworks in the first two years, and then students are offered options to experiment in naturalistic acting for theatre and film, voice and body training, directing, movement and physical theatre, devising processes, ensemble work, performance art, community theatre and outreach, script-writing and feminist performance theory. At the senior level, students bring their acquired practical skills to the completion of THR 6392 Playmaking, a final project performed in a local London theatre, as well as to THR 6210 Classical Acting, in which a series of workshops and classes at Shakespeare's Globe Theatre in London culminates in a performance on the Globe's stage.

GOALS

To achieve its mission, the Performance and Theatre Arts major aims to:

- To develop a broad understanding of the theory and practice of Performance Studies.
- To competently integrate the knowledge and skills acquired in the course of studying for the UK BA (Hons) Performance and Theatre Arts with Combined Studies within a U.S. Liberal Arts framework.
- To equip students with the skills necessary to undertake successful postgraduate study and/or professional training after graduation.
- To maintain academic standards equal to or better than comparable BA degrees offered by U.K. universities.

BA (Hons) Performance and Theatre Arts with Combined Studies aims to provide students with:

1. A full development of each student's aesthetic and intellectual potential by means of a student-centred classroom and a full range of assessments designed to measure the acquisition of both theoretical and practical skills.

2. The maximum use of the particular cultural environment in which the degree is delivered, both in terms of the university itself and the broader context of the cultural life of London.
3. The use of pedagogies which, at the same time as investigating each discipline in depth, seeks to find cognate commonalities and cross-references within the related disciplines of Creative Arts and Drama and Performance.
4. The pursuit of knowledge and skills against the changing backdrop of globalisation and changing concepts of community, the blurring of categorical boundaries between art forms, and rapidly advancing technologies.
5. The provision of a degree which acknowledges the implicit connection between a student's university education and future career by developing knowledge and skills which will be valuable and valued in the international marketplace.

2.2. *Subject benchmarks*

Dance, Drama and Performance (2007)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Dance-drama-performance.aspx>

2.3. *Internal contexts*

BA (Hons) Performance and Theatre Arts with Combined Studies features:

Detailed published educational objectives that are consistent with the mission of the institution: All course outlines contain course specific objectives that are regularly monitored by the individual instructors and by the Theatre faculty as a group.

Processes based on the needs of the programme's various constituencies in which the objectives are determined and periodically evaluated: Each degree's Annual Programme Evaluation (APE) is a central element of Richmond's internal quality assurance and enhancement processes. APEs measure the academic quality and standards of the programme, identify good practice, record any issues to be addressed, and, from year to year, track the ways in which those issues have been addressed. During the APE process, the academic schools:

- consider student input via course evaluations;
- consider any formalized faculty course evaluations conducted;
- consider all External Examiner reports;
- examine the Programme Specification, and note any changes required;
 - any major changes ("those which change the basic nature of the programme or student experience") to existing programmes are first approved by LTPC;
 - in the case of validated programmes, they are also submitted to the Open University (Centre for Inclusion and Collaborative Partnerships) for external approval.

A curriculum development process that assures the achievement of the programme's objectives, and a system of ongoing evaluation that demonstrates achievement of these

objectives and uses the results to improve the effectiveness of the programme: Ongoing evaluation is carried out for both the US (*Middle States*) and UK (*The Open University – CICP*) institutional reviews, and independently by departmental members (when updating modules) and by students (during regular faculty-student meetings). The LTPC closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at LTPC. A comprehensive additional formal and substantive review takes place every five years, which is also supplied to The OU as part of its revalidation process of Richmond's degree programmes.

2.4. External contexts

BA (Hons) Performance and Theatre Arts with Combined Studies is provided through a system of ongoing evaluations that demonstrate achievement of the programme's objectives, and uses the results to improve the effectiveness of the programme. Ongoing evaluation is carried out for both US (the Middle States Commission on Higher Education) and UK (The Open University – CICP) reviews. Richmond is a voluntary subscriber member of the QAA, and underwent its first full Institutional Review in May 2013.

<http://www.richmond.ac.uk/content/admissions/about-richmond/american-british-accreditation.aspx>

Students are encouraged to attend meetings, lectures at other London universities, institutions, think-tanks, agencies and organisations as is appropriate. Students regularly attend performances at Shakespeare's Globe, The Royal National Theatre, as well as, a variety of West End, off West End and Fringe Theatres. Students also attend performances in Stratford upon Avon at the Royal Shakespeare theatre and other performances in Guilford, Woking, and The Rose Theatre in Kingston. Students also attend invited lectures and workshops at The Globe and Central School of Speech and Drama.

3. Programme outcomes

Programme-level learning outcomes are identified below. Refer to *Appendix 1 – Curriculum map* for details of how outcomes are deployed across the study programme.

3.1. Knowledge and understanding (A)

On successful completion of Performance and Theatre Arts a student will have an understanding of:

- A1. Historical and contemporary contexts of production and reception of performance
- A2. Historical and contemporary contexts of movement exploration and training
- A3. Key theatrical practitioners and theorists and their applications to performance
- A4. Traditional and contemporary debates and critical perspectives on performance.
- A5. The interplay between practice and theory in the discipline
- A6. The process by which written text become stage performance
- A7. The critical sensibility enabling the analysis, documentation and interpretation of performance across a range of cultures and histories
- A8. The interdisciplinary elements of performance and theatre and how to apply appropriate knowledge, concepts and skills from other disciplines
- A9. The application of the practices and theories of performance within a diverse range of cultural, social, and educational contexts including community, outreach and forum theatre
- A10. The range of components of performance within the disciplines: text, movement, aural and visual environments and the performer
- A11. The impact of theories of gender, sexuality and performance on contemporary practice
- A12. The impact of non western and transnational performance on contemporary practices

3.2. Subject specific skills and attributes (B)

On successful completion of Performance and Theatre Arts a student will have developed:

- B1. The ability to describe, theorise, interpret and evaluate performance texts and performance events from a range of critical perspectives
- B2. An ability to use identity and performance techniques associated with particular cultural frameworks and/or practitioners

- B3. The ability to read the performance possibilities implied by a script, score and other textual or documentary source
- B4. The ability to create original work using the skills and crafts of performance making in a multidisciplinary context
- B5. Skills of working within a group to create a performance and the ability to be aware of and respond to the process of group dynamics
- B6. The capacity to communicate based on an acquisition and understanding of appropriate performance and production vocabularies
- B7. The ability to consider theories of spectatorship, and their awareness of the audience or client group for performance, and the ability to respond and adapt to it through flexible means
- B8. Their own physical skills, applying them effectively to communicate with an audience
- B9. Skills of observation and visual, aural and spatial awareness
- B10. The ability to exploit multimedia and new technologies such as computer aided design, television and sound editing, and digital and media arts
- B11. A variety of skills related to stage management, design and directing
- B12. The ability to engage in research, whether independent, group or performance-based and use appropriate research methodologies

3.3. Transferable skills and attributes (C)

On successful completion of Performance and Theatre Arts a student will be able to:

- C1. Read and interpret a variety of written, oral, and visual texts
- C2. Analyse and critically examine diverse forms of discourse and their effects on representation in the arts, media and public life
- C3. Manage personal workloads and meet deadlines
- C4. Think independently and reflexively, sustaining concentration and focus for extended periods
- C5. Retrieve information, including the skills of gathering, sifting, synthesising and organising material independently in order to critically evaluate its significance
- C6. Utilise new technologies for research and multimedia production

- C7. Demonstrate growth in ability to sustain creativity while working apart from direct instruction
- C8. Articulate in clear oral expression key idea and interpretations, as well as, the thinking / planning behind a student's own work
- C9. Produce written work using appropriate scholarship
- C10. Make cognitive connections between the students major and other academic disciplines
- C11. Recognise the need for, and develop, an aptitude to engage in life-long learning

3.4. Practical / Professional skills

On successful completion of Performance and Theatre Arts a student will have developed:

- D1. A range of critical, analytical and practical skills including the ability to communicate in a variety of media
- D2. An awareness of those skills required for future employment or postgraduate study
- D3. Their own applied creative and imaginative skills
- D4. The ability to negotiate with others, taking a leadership role if appropriate, in order to pursue shared goals
- D5. The ability to plan a project right through from concept to finished performance
- D6. The ability to be adaptable and flexible in the context of changing circumstances
- D7. The ability to reflect on one's learning processes, strengths, weaknesses, and needs
- D8. An awareness of interdisciplinary approaches to study and the capacity to engage with different paradigms of knowledge

4. Teaching, learning and assessment strategies

4.1. Teaching and learning strategy

The teaching and learning strategy adopted within **BA (Hons) Performance and Theatre Arts with Combined Studies** is as follows:

It is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from course to course, depending on the learning outcomes relevant to each class.

The components of our teaching and learning strategy normally involve a variety of approaches and include delivering many of the following:

- Regular use of workshops and seminars in some courses.
- Regular use of formal lecture sessions in most courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.
- Using London and Stratford upon Avon as resources and attendance of performances.
- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor and student-led discussion groups via e-learning platforms such as PowerCAMPUS.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Their knowledge is acquired through:

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Their thinking skills are developed through:

- Conducting research
- Developing performances and preparing other assessments
- Helping others to learn
- Project work employing a problem solving methodology

Their practical skills are gained through:

- Application of theory to practice, during rehearsal, performance or an internship
- Practical projects requiring the manipulation of equipment and materials
- Negotiating with others in group/collaborative project

4.2. Assessment strategy

Courses in Theatre and Performance Arts will follow one of the following norms tables approved by Academic Council. Many of the performance based courses will follow the Theatre assessment table, while the theoretical courses will mostly follow the Standard Assessment Norms table.

Standard Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items (including final exam)*	Total assessment
Level 3	R3000/UK A-Level	3-4	1 two-hour final exam plus 2000-2500 words
Level 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
Level 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
Level 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
Level 7	R7000/UK MA	2-3	5000-7000

*** Reasonable adjustments should be made for assessment activities such as midterm exams, in- class presentations, group assignments, tests etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- All undergraduate courses should include one 2-hour final exam, with exceptions approved by the department.
- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm exams are not obligatory.
- At Level 3, the normal length per item should be between 500-1000 words, or equivalent (not including finals).
- At Level 4, the normal length per item should be between 1000-1500 words, or equivalent (not including finals).
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

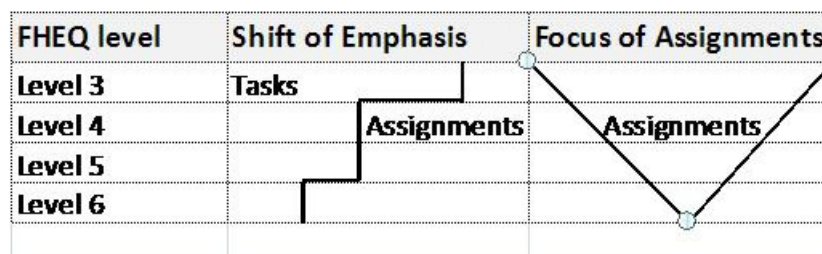
THR Assessment Norms				
FHEQ level	Richmond/UK Level	Assessment type	Normal number of items (including final exam)*	Total word count or equivalent
Level 3	R3000/UK A-Level	Tasks	3-4	N/A
Level 4	R4000/UK Year 1	Tasks/Assignments	3-4	N/A
Level 5	R5000/UK Year 2	Tasks/Assignments	2-3	N/A
Level 6	R6000/UK Year 3	Assignments	2-3	N/A

Tasks

In broad terms tasks are prescriptive assignments; you must do this, like this in order to produce that effect or you must observe / practice this in order to produce / improve / perform that. This will enable students to gain particular skills both subject-specific and transferable that form part of an accumulative process of comprehending and performing drama and performance skills and the vocabulary terminology of drama and theatre arts.

Assignments

Assignments build on tasks and may include tasks as part of students' engagement with prescribed theme(s), dramatic texts (*or era and style of dramatic texts*), problem solving, aspects of theatre and performance craft and practices that allow for plurality of outcomes, either by choosing from a set of options or by negotiation. Outcomes are arrived at through an accumulative multifaceted approach to learning thereby enabling individuals to move towards autonomous learning.



Writing Intensive Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items	Total assessment
Level 3	R3000/UK A-Level	3-4	3000-3250 words
Level 4	R4000/UK Year 1	3-4	3000-4500 words
Level 5	R5000/UK Year 2	2-3	4500-6000 words
Level 6	R6000/UK Year 3	2-3	4500-6000 words

Courses designated as Writing Intensive differ from the Standard Assessment Norms by:

- No final exam
- The total amount of written words will normally increase by 50%

There are some other exceptions and those courses will follow a Special Programmes (eg. ADM, ARW) or Dissertation table approved on 28 June 2012 by Academic Council. Details of these can be found at: <http://www.richmond.ac.uk/content/academic-affairs/academic-standing.aspx>

For courses that have atypical assessment norms and do not follow one of the approved tables, assessment will first be approved by Learning & Teaching Policy Committee.

Grade Assessment Criteria/Marking Scheme

Assessment in the BA (Hons) Performance and Theatre Arts with Combined Studies is by examination; book reviews, essays, dissertations, and other forms of written work; oral presentations and participation in group and sub-group work; and individual and group projects.

In order to obtain a BA (Hons) Performance and Theatre Arts with Combined Studies students require (amongst other requirements) a cumulative GPA across the entire degree of 2.0. This is a ‘C’ average. A minimum GPA of 2.0 must also be achieved in all courses taken to fulfil major requirements. For information on the calculation of the OU GPA as a basis for final degree classifications, see the myacademics page of the university portal at: <https://my.richmond.ac.uk/myacademics/default.aspx>

Course syllabi documents clarify, for each learning outcome, how that particular learning outcome is assessed, and what the threshold criteria for that particular learning outcome is, specified at the ‘C’ (GPA 2.0) level (i.e. a passing grade)

There are three ‘pass’ grades (and 7 sub-categories of ‘pass’ grade) in the BA (Hons) Performance and Theatre Arts with Combined Studies. The following general criteria are used to distinguish between these grades:

Descriptor	Alpha Grade	Equivalent GPA	Detailed Descriptor
Excellent	A	4.0	<p>Grade A applies only to the exceptional piece of work which:</p> <ul style="list-style-type: none"> • demonstrates that substantial work and thought has been involved. • exhibits meaning or cogent argument. • demonstrates a high level of creativity and is well supported by strong evidence of visual and other research. <p><i>Outstanding work: A</i> <i>Superior work: A-</i></p>
	A-	3.7	

Good	B+	3.3	<p>Grade B applies to work which:</p> <ul style="list-style-type: none"> has been completed with a degree of diligence and thoroughness which has evidently aimed to get the most learning out of the project. goes beyond superficialities and seeks a more questioning, analytical and thoughtful solution. goes beyond basic required levels of visual and other research. indicates an increasing ability to incorporate meaning into the work and understand key theories, debates and criticisms. <p><i>Work approaching an A category: B+</i> <i>Very good work: B</i> <i>Good quality work: B-</i></p>
	B	3.0	
	B-	2.7	
Average	C+	2.3	<p>Grade C applies to work which:</p> <ul style="list-style-type: none"> is basically competent although undeveloped. fulfills the requirements of the project at a foundation level in terms of its quality, analysis and expression. shows an adequate ability to work with the material/media and the skill to present the final artwork coherently. incorporates an acceptable level of research. <p><i>Work showing signs of reaching above the average: C+</i> <i>Average work: C</i> <i>Work that is struggling to achieve average standards: C-</i></p>
	C	2.0	
	C-	1.7	
Below Average/Poor	D+	1.3	<p>Grade D applies to work which:</p> <ul style="list-style-type: none"> has been produced without a proper understanding of the brief. is weak in content and shows little evidence of thought or application. relies on weak or superficial technique. incorporates insufficient visual or other research. <p><i>Weak work: D+</i> <i>Very poor work: D</i> <i>Unsatisfactory work: D-</i></p>
	D	1.0	
	D-	0.7	
Fail	F	0	<p>Grade F applies to work which:</p> <ul style="list-style-type: none"> has not been submitted or has been submitted beyond the project deadline. shows a complete lack of content, thought or application. lacks any visual or other research. is technically incompetent. is the product of academic dishonesty. does not fulfill the brief. <p><i>Failing work: F</i></p>

5. Programme structure

5.1. BA (Hons) Performance and Theatre Arts with Combined Studies

The Performance and Theatre Arts major at Richmond provides students with practical acting experience and with a comprehensive knowledge of theatre history, playwriting (for stage, television and film) and current performance and theatre practices. Approximately two thirds of classes are practice-based, including classes and performances at Shakespeare's Globe and a final year showcase at a London theatre. Richmond's London campuses are within easy reach of the commercial and subsidized London theatres and certain courses have a built-in theatre attendance component, affording students the opportunity to attend the very best productions of texts they are studying in their courses. Students become familiar with traditional naturalistic acting techniques for theatre and for film, and with a variety of alternative approaches to devising theatre and performance work, using physical theatre and performance art practices as well as contemporary processes for devising theatre in the community. The programme is designed to develop students' creative skills as actors, performers, directors, writers and devisors, and their critical analytical skills to enable them to appreciate drama, both as text and in performance. Our performance facility affords students the opportunity to act in a wide range of plays, from the classical repertoire to contemporary plays and performance pieces, as well as devising their own scripts and creating new and imaginative theatre and performance work, crossing genres.

A normal course load per academic year is 30 US credits, equivalent to 120 UK credits. Students complete 120 UK credits at Level 6 in the major.

Please see degree chart below and Appendix 2: Programme Structure Flowchart.

Table 1: Lower-Division/Levels 3 and 4 degree requirements

		US Credits	UK Credits
LOWER-DIVISION REQUIREMENTS (Total)		62	248
FHEQ Level 3 (Total)		31	124
THR 3100	Foundations of the Performing Arts	3	12
THR 3102	Movement I: Taking the Floor	3	12
	<i>4 further courses (core curriculum requirements)</i>	13	52
	<i>4 further courses (mathematical or Academic Literacy requirements, or electives for students with exemptions)</i>	12	48
FHEQ Level 4 (Total)		31	124
THR 4100	Beginning Directing	3	12
THR 4105	Movement II: The Physical Impulse	3	12
THR 4110	Theatre & Community I: Me and My Shadows	3	12
THR 4205	Acting: Theory into Practice	3	12
plus one of the following:		3	12
COM 4105	Worlds of Music		
THR 4200	The Play's the Thing		
	<i>2 further courses (core curriculum requirements)</i>	6	24
	<i>3 further courses (Academic Literacy requirement and/or electives)</i>	10	40

Table 2: Upper division/Levels 5 and 6 degree requirements

		US Credits	UK Credits
UPPER DIVISION MAJOR REQUIREMENTS		61	244
FHEQ Level 5 (Total)		30	120
THR 5100	World Theatre	3	12
THR 5200	Voice for Acting & Broadcasting	3	12
THR 5205	Modern Drama	3	12
THR 5210	Acting Skills	3	12
THR 5215	Screen Acting Techniques	3	12
plus one of the following		3	12
THR 5405	Shakespeare and his World I		
THR 5410	Shakespeare and his World II		
plus one of the following:		3	12
ADM 5200	Video Production		
COM 5410	Script Writing		
COM 5XXX	New Writing in American Drama		
COM 5XXX	Transnational Performance on Stage & Screen		
JRN 5400	Arts & Entertainment Journalism		
THR 5220	Stage Combat		
	<i>1 further course (core curriculum requirement)</i>	<i>3</i>	<i>12</i>
	<i>2 further courses (electives)</i>	<i>6</i>	<i>24</i>
FHEQ Level 6 (Total)		31	124
THR 6200	Classical British Theatre: Fire Over England	3	12
THR 6210	Classical Acting (4 credits)	4	16
THR 6215	Modern Acting: Style & Technique	3	12
THR 6220	Audition Technique and Critique	3	12
THR 6230	Top Girls: Innovators and Outsiders	3	12
THR 6392	Playmaking (6 credits)	6	24
plus three of the following OR Internship and one of the following:		9	36
THR 6205	Contemporary British Theatre: Lost Boys and Bad Girls		
THR 6225	Irish Drama, The Troubles and Beyond		
THR 6240	Movement III: The Physical Impact		
THR 6245	Theatre & Community II: London People's Theatre		
THR 6250	American Drama: The Beautiful and the Damned		
THR 6962	World Internship in Theatre (6 credits)		
THR 6972	Internship in Theatre (6 credits)		

5.2. Minor requirements

Students may select Performance and Theatre Arts as an optional minor to complement their major field. Both the major and minor will be recorded on the student's transcript at graduation. At least three of the upper division courses required for a minor must be taken at Richmond. A maximum of three courses only may overlap between a student's major and any minor.

		US Credits	UK Credits
Minor Requirements		18	72
THR 3100	Foundations of the Performing Arts	3	12
THR 4100	Beginning Directing	3	12
<i>plus any 4 additional THR courses at Levels 5 or 6</i>		<i>12</i>	<i>48</i>

6. Distinctive Features and Regulatory Framework

BA (Hons) Performance and Theatre Arts with Combined Studies is distinctive in that it broadens the academic experience of the students as a consequence of Richmond's US Liberal Arts framework and General Education requirements, and deepens it through the sequence of course requirements within the programme. This balance between a core of requirements and a range of choices is a key characteristic of the US system of Liberal Arts undergraduate education. While mapping of the US system onto UK regulatory frameworks has presented another opportunity for quality enhancement, accommodation of the special nature of the US liberal arts degree is achieved in the additional "Combined Studies" designation for each major. Developing this distinctive approach, the Richmond programme aspires to the best theory and practice from Great Britain, Western Europe, Eastern Europe and the Americas.

BA (Hons) Performance and Theatre Arts with Combined Studies is operated under the policy and regulatory frameworks of Richmond the American International University in London, the Middle States Commission on Higher Education, the *Framework of Higher Education Qualifications*, *UK Quality Code for Higher Education*, and The Open University policies and procedures for validated institutions.

The following sub-sections include the relevant University or institutional policy documents, where applicable.

6.1. Admissions

Criteria for Admission

To be considered for admission, prospective students should:

- normally be at least 17 years old, have completed a minimum of 12 years of schooling, and hold the required grade(s) in a complete US high School Diploma, UK GCE A levels, or other UK or international qualifications deemed equivalent by the University, by the start of the programme;
- have completed an application via UCAS, the Common Application or direct to the University, including a personal statement and academic reference and supplying verification of existing academic and English language attainments as required by the University.
- audition for the programme on campus or online as required.

Further details of qualifications accepted and grades required may be found on the University website, noting that these are common to all BA programmes at the University and there is no requirement as to the subject of entry qualifications. Prospective students from the United States should note that SATs are optional but not required. Whilst not routinely required, prospective students may be invited to interview where this is considered necessary in order to fully consider their application.

Prospective students with specific levels of subject achievement in Advanced Placement Tests, GCE A Levels and some other UK and international qualifications may enter with Advanced Credit and be given exemption from certain courses of the programme. Normally, Advanced Credit may be given for a maximum of 30 out of the total 120 (US) credits necessary to complete the programme. The University welcomes also applications from prospective students with previous Higher Education study who, depending on subjects taken and grades achieved, may be given up to 75 Transfer Credits against the total 120 (US) credits necessary to complete the programme.

Students who are not nationals of a majority English-speaking country should normally have achieved CEFR level B2 in a secure English Language test acceptable to the University prior to entry to the programme. At the University's discretion, students in this category who are EEA nationals may be excused this requirement where they have recently undertaken a full time programme of study of at least 2 years duration with English as the medium of instruction.

Prospective students who do not meet the above academic and/or English language requirements may be permitted to enter this programme at the appropriate point after having first satisfactorily completed a Foundation Year and /or Academic English language programme at the University.

Further details of all of the above may be found at the appropriate page of the University website, where a comprehensive Admissions Policy and Summary of Practice document is also published (<http://www.richmond.ac.uk/content/admissions.aspx>)

6.2. Assessment

A proper assessment of student learning and progression of skills gained is fundamental to the work of the University. Much of what shapes the University's perspective on this has already been mentioned within section 4.2, above, under Assessment Strategy, which has been shaped in accordance with the expectations outlined in Section B6 of the *UK Quality Code for Higher Education*.

The University is also in compliance with Standard 14 on 'Assessment of Student Learning', as laid out by the Middle States Commission on Higher Education. Standard 14 includes the following passages:

"The systematic assessment of student learning is essential to monitoring quality and providing the information that leads to improvement. Implemented effectively, the assessment of student learning will involve the shared commitments of students, administrators and academic professionals... Assessment is not an event but a process and should be an integral part of the life of the institution."

(<http://www.msche.org/publications.asp>).

6.3. Progression

The Programme Structure Appendix 2 illustrates the typical student's progression through the degree. Each level contains a set of required courses, usually including both theory and practice. These required practice courses form the practice-based spine of the degree and are designed to reflect the hybrid nature of the degree. In the Freshman year, students are required to complete the University Core Curriculum courses as well as studying foundation courses in acting THR 3100 Foundations of the Performing Arts and THR 3102 Movement I: Taking the Floor.

In the Sophomore year, the students commence studying the progression of courses in acting, THR 4205 Acting: Theory into Practice, movement, THR 4105 Movement II: the Physical Impulse, directing, THR 4100 Beginning Directing, and THR 4110 Theatre & Community I: Me and My Shadows. This last course is based on the Argentinian theatre theorist and practitioner Augusto Boal's theories of the poor and theatre of the oppressed and leads students into the devising of theatre in a variety of non conventional spaces and situations.

In the Junior year, students intensify their theatre theory and practical performance skills with specific skills courses in THR 5200 Voice for Acting & Broadcasting, THR 5210 Acting Skills and THR 5215 Screen Acting Techniques. In the Senior year, students study both modern, THR 6215 Modern Acting: Style & Technique and classical acting, THR 6200 Classical British Theatre: Fire Over England and THR 6210 Classical Acting, theory and practice and have the opportunity to participate in classes and workshops at Shakespeare's Globe culminating in a performance on the Globe stage. Students also study feminist theory THR 6230 Top Girls: Innovators and Outsiders.

The final semester culminates in the devising and performance of student created projects in THR 6392 Playmaking and Theatre & Community II: London Peoples Theatre THR 6245.

6.4. Placement

The Internship Office the University offers a formal mechanism through which students may receive work-placement opportunities. These placements are supervised, career-related work experiences combined with reflective, academic study that help students apply theoretical knowledge in the workplace. Participation in the internship programme is optional, but students who choose to take up a placement receive academic credit for their placement and associated academic work. For full details of the internship programme, please see: <http://www.richmond.ac.uk/content/academic-programs/internships.aspx>

Expectations with regard to careers education, information, advice and guidance (as outlined in Section B4 of *The UK Quality Code for Higher Education*) are handled by the university's Student Affairs department. This department conducts a variety of career services for students, ranging from resource provision to a CV service, and in particular through the LEAD (Leadership, Education and Development) seminar series. For full details of career services offered to students at Richmond, please see: <http://www.richmond.ac.uk/content/student-affairs/career-services.aspx>.

In addition to these services, the alumni office offers networking opportunities where students may contact alumni working in a variety of fields. The alumni office also offers these services via social media such as LinkedIn and Facebook. Please see: <http://www.richmond.ac.uk/content/alumni.aspx>

6.5. Study abroad

Richmond classes benefit every semester through the arrival of c. 100 study abroad students from colleges and universities within the United States. These students, who mostly enrol in classes at levels 5 and 6, very often bring with them a distinct set of values and approaches to learning that can be both enriching and challenging. Richmond faculty have the breadth of experience necessary with which to capitalise on the positive aspects of this class room dynamic. Please note that Study Abroad students register for classes *after* Richmond degree-course students have completed their registration process.

Richmond students have the option to take a leave of absence and travel away from the university as a 'study abroad'. In practice, however, very few students take this option up. It is more common for Richmond students to take a limited number of classes at other accredited colleges and universities during the summer, and then transfer these back to Richmond for inclusion toward their graduation requirements. All courses taken elsewhere must be pre-approved by the Office of Academic Affairs. All such courses are rigorously scrutinized, and only credit from appropriately accredited programmes, earned with a grade of C or above, are accepted for transfer. There are strict requirements regarding the number of courses and at what level may be taken outside of Richmond. Please see under "Graduation Requirements" at:

<http://www.richmond.ac.uk/content/academic-affairs/graduation/graduation-requirements.aspx>

6.6. Student support and guidance

All students have an allocated full-time faculty member who acts as their academic adviser. Academic Advisers have on-going responsibility for students' academic progress, meeting with each advisee at least once per semester. Advisers assist students

with registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

A range of Maths, English, Technology and Writing workshops have been established to support students with particular needs in these areas. Librarians are on hand to assist with library use, which includes instruction in web-based resources.

In accordance with the 2010 *Equality Act*, and with Chapter B4 of the *Quality Code for Higher Education* (Section 2: Disabled Students) Richmond endeavours to make all practical and reasonable adjustments to ensure students are able to fully participate in the University community. Students who declare a physical disability or a special educational need are accommodated to ensure the quality of their educational experience meets their individual requirements. SEN students, for instance, receive extra time in examinations, and have the option of writing exams on university-provided computers, and/or of taking exams in a separate room. Please see:

<http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx>

The university operates a well-staffed Student Affairs department that provides services intended to support and encourage student welfare, safety and development. This department oversees medical registration of students and provides counseling services. It also organizes a range of extracurricular activities and travel designed to further enhance students' educational experiences. Disciplinary and social grievance procedures are also overseen by this department. For a full description of Student Affairs' activities, please see: <http://www.richmond.ac.uk/content/student-affairs.aspx>

Appendix I - Curriculum map

	Knowledge and understanding												Subject specific skills and attributes												Transferable skills and attributes											Practical / Professional								
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6	D7	D8	
Level 3																																												
THR 3100 Foundations of the Performing Arts			x			x			x	x		x		x	x	x		x	x		x				x		x													x	x			x
THR 3102 Movement I: Taking the Floor		x	x		x							x		x			x	x		x							x				x		x						x	x			x	x
Level 4																																												
THR 4100 Beginning Directing	x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x			x		x								x	x	x	x	
THR 4105 Movement II: The Physical Impulse		x	x		x	x	x	x		x		x		x		x	x	x		x	x			x	x		x	x	x		x	x	x		x				x	x			x	x
THR 4205 Acting: Theory into Practice			x	x	x	x					x	x		x	x	x	x	x	x	x	x				x							x					x		x	x	x	x		
THR 4110 Theatre & Community I: Me and My Shadows	x		x	x					x			x		x		x	x	x	x		x						x	x					x	x					x	x			x	x
plus one of the following:																																												
COM 4105 Worlds of Music																																												
THR 4200 The Play's the Thing	x		x	x	x	x	x	x			x	x	x						x	x					x	x	x	x	x				x	x			x							

	Knowledge and understanding												Subject specific skills and attributes												Transferable skills and attributes											Practical / Professional										
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6	D7	D8			
Level 5																																														
THR 5100 World Theatre	X		x	x					x		x	x	x						x					x	x	x	x	x	x			x	x		x		x	x							x	
THR 5200 Voice for Acting & Broadcasting	X				x	x		x		x					x			x	x						x		x	x				x		x	x		x	x	x			x	x	x		
THR 5205 Modern Drama	X		x	x			x	x	x				x	x	x										x	x	x	x	x			x	x				x									x
THR 5210 Acting Skills	X		x		x	x				x					x	x	x		x	x	x				x		x	x				x		x	x		x	x	x	x	x	x	x	x		
THR 5215 Screen Acting				x	x	x							x		x		x	x		x	x			x	x		x	x				x		x			x	x	x	x	x	x	x	x		
plus one of the following:																																														
THR 5405 Shakespeare & his World I					x	x	x			x			x										x	x	x	x	x	x	x			x	x	x											x	
THR 5410 Shakespeare & his World II					x	x	x			x			x										x	x	x	x	x	x	x			x	x	x											x	
plus one of the following:																																														
ADM 5200 Video Prod																																														
COM 5410 Script Writing																																														
COM 5XXX New Writing in AmerDrama																																														
COM 5XXX Transn'l Perfon Stage & Screen																																														
JRN 5400 Arts & Ent Journ																																														
THR 5220 Stage Combat		x											x	x			x	x		x	x															x		x						x		

	Knowledge and understanding												Subject specific skills and attributes												Transferable skills and attributes											Practical / Professional												
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	D1	D2	D3	D4	D5	D6	D7	D8					
Level 6																																																
THR 6200 Classical British Theatre: Fire Over England	X			x		x	x	x			x		x		x			x	x					x	x	x	x	x	x			x	x	x	x									x	x			
THR 6210 Classical Acting (4 credits)	X	x	x	x	x								x	x	x	x	x	x	x	x	x				x	x	x	x			x							x	x	x	x	x	x	x				
THR 6215 Modern Acting: Style & Technique	X	x	x	x	x								x	x	x	x	x	x	x	x	x				x	x	x	x			x							x	x	x	x	x	x	x				
THR 6220 Audition Technique and Critique	X	x		x	x	x				x			x		x	x		x	x	x	x			x	x	x	x	x			x	x	x	x			x	x	x		x	x	x	x				
THR 6392 Playmaking (6 credits)	X	x	x	x	x	x		x	x	x	x	x			x	x	x	x	x	x		x	x		x		x			x	x							x	x	x	x	x						
THR 6230 Top Girls: Innovators and Outsiders	x		x		x	x	x				x		x		x		x							x	x	x	x	x	x			x	x	x	x					x	x	x	x	x	x			
plus three of the following OR Internship and one of the following																																																
THR 6205 Contemporary British Theatre: Lost Boys and Bad Girls	x		x	x	x	x	x	x			x		x	x	x			x							x	x	x						x				x										x	

Appendix 2 – Programme Structure

Typical Degree Schema: BA (Hons) Performance and Theatre Arts (*Note: Based on a Freshman entering Richmond with no Transfer Credit*)

YEAR ONE:

<u>Freshman</u>	Level 3
1. THR 3100 Foundations of the Performing Arts (LI Expressive)	
2. LACC LI Numerical	
3. LACC LI Science	
4. FYS (3110 Changing Stages-recommended)	
5. ARW 3195	



<u>Freshman</u>	Level 3
1. THR 3102 Movement I: Taking the Floor	
2. LACC LI Temporal and Spatial	
3. LACC LI Behavioural	
4. MTH 3000 Fundamentals of Maths	
5. Elective	

YEAR TWO:

<u>Sophomore</u>	Level 4
1. THR 4105 Movement II: The Physical Impulse (LII)	
2. THR 4205 Acting: Theory into Practice	
3. LACC LII	
4. Level 4 major option	
5. ARW 4195	



<u>Sophomore</u>	Level 4
1. THR 4100 Beginning Directing (LII)	
2. THR 4110 Theatre & Community I: Me and My Shadows	
3. LACC LII	
4. Elective	
5. Elective	

YEAR THREE:

<u>Junior</u>	Level 5
1. THR 5210 Acting Skills	
2. THR 5205 Modern Drama	
3. THR 5100 World Theatre	
4. THR 5405/5410 Shakespeare I or II	
5. LACC LIII	



<u>Junior</u>	Level 5
1. THR 5215 Screen Acting Techniques	
2. THR 5200 Voice for Acting & Broadcasting	
3. Level 5 major option	
4. Elective	
5. Elective	

YEAR FOUR:

<u>Senior</u>	Level 6
1. THR 6200 Classical British Theatre: Fire Over England	
2. THR 6210 Classical Acting (4 credits)	
3. THR 6215 Modern Acting: Style & Technique	
4. THR 6220 Audition Technique and Critique	
5. THR 6230 Top Girls: Innovators and Outsiders	



<u>Senior</u>	Level 6
1. THR 6392 Playmaking (6 credits)	
2. Level 6 major option 1	
3. Level 6 major option 2	
4. Level 6 major option 3	