



**RICHMOND**  
THE AMERICAN INTERNATIONAL  
**UNIVERSITY**  
IN LONDON

**BA (Hons) Performance and Theatre Arts  
with Combined Studies**

**Programme Specification**

**2015-2016**

## Introduction

This document describes the degree of BA (Hons) Performance and Theatre Arts with Combined Studies awarded by Richmond University, the American International University in London, using the protocols required by the *The Framework for Higher Education Qualifications in England, Wales, and Northern Ireland* (QAA, 2014). Also key to the background for this description are the following documents:

QAA (2013). *UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards and B1: Programme Design and Approval*. ([www.qaa.ac.uk](http://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](http://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 QCF 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

<b>Programme/award title(s)</b>	BA (Hons) Performance and Theatre Arts with Combined Studies
<b>Teaching Institution</b>	Richmond, the American International University in London
<b>Awarding Institution</b>	The Open University
<b>Date of latest OU validation</b>	1 September 2014
<b>Next revalidation</b>	2016-2017
<b>Credit points for the award</b>	121 US Credits 484 UK Credits (120 at QCF Level 3; 120 at Level 4; 120 at Level 5; 124 at Level 6)
<b>UCAS Code</b>	University Code: R20 Course Code: W440
<b>Programme start date</b>	September 2013
<b>Underpinning QAA subject benchmark(s)</b>	Dance, Drama and Performance (2007) <a href="http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects">http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects</a>
<b>Other external and internal reference points used to inform programme outcomes</b>	See sections 2.3 and 2.4 below.
<b>Professional/statutory recognition</b>	N/A
<b>Language of Study</b>	English
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	FT – 4 years (including one year at QCF Level 3)
<b>Dual accreditation (if applicable)</b>	Middle States Commission on Higher Education (First accredited 1981; renewed 1996 and 2006. Institutional Review scheduled for 2016.) QAA – IRENI May 2013
<b>Date of production/revision of this specification</b>	May 2014

**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 course 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

<b>Document publication date</b>	June 2013
<b>Revision 1</b>	January 2014
<b>Revision 2</b>	May 2014
<b>Revision 3</b>	May 2015

## 2. Programme aims and objectives

### *2.1. Educational aims and mission of the programme*

#### **MISSION**

The programme's Mission is as follows:

- To offer in the first two years a broad analytical framework within the flexible liberal arts structure, serving as a working introduction to theatre history, performance theory and a range of approaches to their interrogation through practice
- To provide over the third and fourth years a comprehensive set of studio-based classes in performance techniques including voice and body training, ensemble and devising work and script writing
- To develop alongside this training a theoretical awareness of performance theory from both traditional and contemporary perspectives and positions
- To enable students to explore a range of styles and techniques, ranging from classical and naturalistic acting to performance for TV and film; movement-based theatre; applied and community performance; live art and contemporary work in non-traditional settings
- To facilitate with increasing autonomy students' capacity to plan, conduct, document and evaluate their own reflexive practice, whether in the studio-based interrogation of textual works or through placements and non-assessed internships
- To maximise the students' experience of London as a site of performance by enabling an informed and direct critical engagement with the current repertoire, alongside a wider analytical study of the creative industries
- To afford through courses such as Playmaking (THR 6392) opportunities via Richmond's strong relationship with the Lyric to collaborate with community groups in the creation and evaluation of new work in Applied Performance
- To present in the professional domain the outcomes of courses such as Classical Acting (THR 6210) on the stage of the Globe, showcasing a signature discourse between critical awareness and technical ability
- To act as a gateway to informed choices around postgraduate study in both the UK and the US
- To advance the applicability of a qualification in performance praxis as having relevance both to possible career pathways in the industry and more widely in communications, public relations and education

**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.

This interdisciplinarity allows for a unique flexibility over four years, enabling the proposed programme to claim a distinctive niche in response to proven demand for degree pathways that allow for the student's progression in light of their own emergent interests. The degree foregrounds a theoretical/practical balance, building from a solid foundation in related subject areas crucial to informed, critical engagement with the creative industries in general and the abundance and diversity of the performance world that is London in particular.

## **2.2. Subject benchmarks**

Dance, Drama and Performance (2007)

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>

## **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 specification and curriculum map: BA (Hons) Performance and Theatre Arts with Combined Studies

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 Academic Board;
  - 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 courses) and by students (during regular faculty-student meetings). The Academic Board closely analyses the APEs of all degree programmes, and The University's response to the AMR is considered at the Schools and at Academic Board. 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. They are based on *SEEC* categories associated with specific levels of the *FHEQ*.

The Performance and Theatre Arts programme at Richmond the American International University in London is a four year programme where the discipline is studied along side a range of other subjects. Progression through the programme is set out in each of the four columns of the Programme Outcome grid – with level-specific programme outcomes at the 3000, 4000, 5000 and 6000 level. The programme outcomes are then applied in each course on the Performance and Theatre Arts programme through assessed, courses-specific learning outcomes. The four broad categories of Programme Outcomes are:

- A) Knowledge Base
- B) Subject Specific Skills Base
- C) Cognitive and Transferable Skills
- D) Personal Development and Professional Skills

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the study programme. The programme is designed such that every learning outcome, at all levels of the programme, are assessed for every student.

#### 3.1. Knowledge Base ('A')

##### LEVEL 3

- i. Demonstrates a basic understanding of historical and contemporary contexts of production and reception of performance.
- ii. Demonstrates a basic understanding of historical and contemporary contexts of movement exploration and training.

##### LEVEL 4

- i. Demonstrates a broad understanding of key theatrical practitioners and their application to performance.
- ii. Demonstrates a broad understanding of the practices and theories of performance within a diverse range of cultural, social and educational contexts including community, outreach and forum theatre.

- iii. Demonstrates a broad understanding of the principles of directing and the process by which a written text becomes stage performance.

#### LEVEL 5

- i. Demonstrates a detailed understanding of the interdisciplinary elements of performance and theatre and how to apply appropriate knowledge, concepts and skills from other disciplines.
- ii. Demonstrates a detailed understanding of core techniques and different methodological approaches to screen and stage acting.
- iii. Demonstrates a critical engagement with major writers, theatrical styles and movements, enabling the analysis, documentation and interpretation of performance across a range of cultures and histories.
- iv. Demonstrates a detailed understanding of the impact of non western and transnational performance on contemporary practice.

#### LEVEL 6

- i. Demonstrates a comprehensive understanding of the range of components of performance: text, movement, aural and visual environments and the performer.
- ii. Demonstrates the ability to develop critical responses to the theoretical debates taken in various approaches to the study of theatre and performance
- iii. Demonstrates a comprehensive understanding of how specific cultural, political and historical processes have shaped a diverse range of national and local texts and performances.
- v. Demonstrates a comprehensive understanding the impact of theories of gender, sexuality and performance on contemporary practice.

### ***3.2. Subject Specific Skills Base ('B')***

#### LEVEL 3

- i. Demonstrates the capacity to communicate based on an acquisition and understanding of appropriate performance and production vocabulary.
- ii. Demonstrates an awareness of his/her own physical skills, applying them effectively to communicate with an audience.
- iii. Demonstrates the ability of working within a group to create a performance and the ability to be aware of and respond to the process of group dynamics.

#### LEVEL 4

- i. Demonstrates the ability to use identity and performance techniques associated with particular cultural frameworks and/or practitioners.
- ii. Demonstrates the ability to read the performance possibilities implied by a script, score and other textual or documentary sources.
- iii. Demonstrates a variety of skills related to stage management and directing.

#### LEVEL 5

- i. Demonstrates the ability to describe, theorise, interpret and evaluate performance texts and performance events from a range of critical perspectives.

- ii. Demonstrates the use of advanced skills of observation of visual, aural and spatial awareness.
- iii. Demonstrates the ability to exploit multimedia and new technologies such as computer aided design, television and sound editing, and digital and media arts.
- iv. Demonstrate the ability to engage in research, whether independent, group or performance –related and use appropriate research methodologies.

#### LEVEL 6

- i. Demonstrates the ability to create original work using the skills and crafts of performance making in a multidisciplinary context.
- ii. Demonstrates the ability to consider theories of spectatorship, and awareness of the audience or client group for performance, and the ability to respond and adapt to it through flexible means.
- iii. Demonstrates the ability to apply a range of theories and critical approaches within their socio cultural and historical contexts to specific plays within a performance based context.
- iv. Demonstrates the ability to work independently and in a group with self direction and limited supervision to create a theatrical performance.

### ***3.3. Cognitive and Transferable Skills ('C')***

#### LEVEL 3

- i. Demonstrates the ability to read and interpret a variety of texts in order to communicate effectively in written, oral or other forms, with an understanding of appropriate methods.

#### LEVEL 4

- i. Demonstrates the ability to gather, organise and deploy ideas and information in order to evaluate their strengths and weaknesses, and express them effectively in written, oral or other forms.
- ii. Demonstrates growth in ability to sustain creativity while working apart from direct instruction.
- iii. Demonstrates an ability to judge the reliability of sources, and begins to identify the strengths and weaknesses of concepts and theoretical frameworks.

#### LEVEL 5

- i. Demonstrates the ability to formulate and synthesize arguments cogently, retrieve and generate information, and select appropriate criteria to evaluate sources and their discourses in relation to a variety of representations in the arts, media and public life.
- ii. Delivers work with limited supervision to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem-solving approach.
- iii. Exercises a degree of independent and informed critical reflexively, sustaining concentration and focus for extended periods.

#### LEVEL 6

- i. Demonstrates the ability to gather, organise and deploy complex and abstract ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or other forms.
- ii. Demonstrates the ability to organise and manage supervised, self-directed projects, through which a sophisticated understanding of research methods is demonstrated.
- iii. Demonstrates the ability to produce detailed analyses of competing perspectives and concepts, to make comparisons and connections and to identify the possibility of new concepts.
- iv. Demonstrates the ability to provide critically appraisals of some of the widespread common sense understandings and misunderstandings of the subject area, and the debates and disagreements to which these give rise.

### ***3.4. Personal Development and Professional Skills ('D')***

#### LEVEL 3

- i. Demonstrates an awareness of views other than his/her own and adapts behaviour to meet obligations in personal and/or group outcomes and/or outputs.

#### LEVEL 4

- i. Acts with flexibility under direction or supervision and engages in evaluation of own work and capabilities and outputs in key areas.
- ii. Demonstrates broad skills that are relevant to the workplace, including the ability to work productively in a group or team, and to recognise factors that affect performance, including changing contexts, audiences and degrees of complexity.
- iii. Demonstrates the ability to use a range of information communication technology (ICT) skills to perform tasks.

#### LEVEL 5

- i. Demonstrates well-developed creative and imaginative skills that will translate into the workplace, including the ability to work effectively within a group or team, to engage in self-reflection, and to adapt own actions and interpersonal communication skills to changing contexts, audiences and degrees of complexity.
- ii. Delivers work with limited direction or supervision, demonstrating the capacity to consider and evaluate their own work using justifiable criteria.
- iii. Demonstrates the ability to adapt to complex and non-routine performance tasks using information communication technology (ICT) to communicate in a variety of media.

#### LEVEL 6

- i. Demonstrates the ability to act with minimal direction or supervision, to engage in self-reflection, use feedback to analyse own capabilities, appraise alternatives, and plan and implement actions from start to completion.

- ii. Demonstrates personal responsibility and professional codes of conduct, while taking responsibility for their own work, learning and development, and effectiveness in professional and interpersonal communication.
- iii. Demonstrates flexible skills that translate directly into the workplace, including the ability to plan and manage for changing contexts, audiences and levels of complexity, and advanced group or team work capacities, for example listening, contributing, leading, negotiating and proactively managing conflict as is appropriate.
- iv. Demonstrates the ability to flexibly locate their own normative views and cultural commitments in a variety of communication contexts.

## 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

Note: Richmond has a strict attendance policy where students are closely monitored and are warned and at times withdrawn from a class if they exceed the designated number of absences. This is clearly articulated in each course syllabus and on the portal. Please see:

<http://www.richmond.ac.uk/content/academic-affairs/academic-policies/attendance-policy.aspx>

#### **4.2. Assessment strategy**

Courses in Theatre and Performance Arts 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.

<b>Standard Assessment Norms</b>			
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Normal number of items (including final exam)*</b>	<b>Total assessment</b>
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 words

**\* Reasonable adjustments should be made for assessment activities such as midterm tests, in- class presentations, group assignments, 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 tests are optional
- 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.

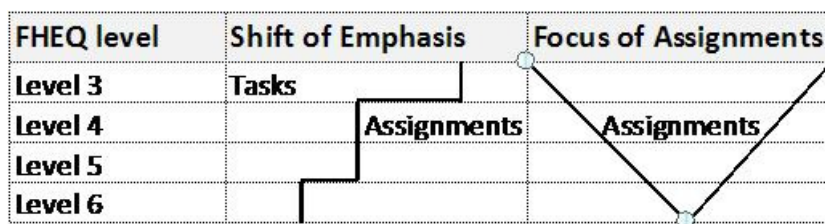
<b>THR Assessment Norms</b>				
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Assessment type</b>	<b>Normal number of items (including final exam)*</b>	<b>Total word count or equivalent</b>
LEVEL 3	R3000/UK A-level	3-4	Tasks	N/A
LEVEL 4	R4000/UK Year 1	3-4	Tasks/Assignments	N/A
LEVEL 5	R5000/UK Year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

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 UK 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 in the practical and theoretical courses:

**Theoretical:**

A 4.0	The student has demonstrated that s/he has achieved an exceptional level of the practical skills and theoretical knowledge set out for the course of study. S/he has the ability to apply meaningfully the skills and knowledge to the analysing a text or performance, with a demonstrably clear understanding of the playwright's relationship with the text. In addition the student has demonstrated that s/he has an excellent analytical understanding of the fundamental precepts presented during the course of study. S/he has the ability to apply his/her skills to a range of plays.
A – 3.7	The student has demonstrated his/her ability to grasp complex theoretical knowledge and apply it with accuracy in critical analytical writing and discussion of text and performance. S/he can analyse performance issues independently and has a very good ability at applying his/her knowledge and skills to the appreciation of drama as text and in performance.
B + 3.3	The student has demonstrated his/her ability to grasp material well beyond the reach of the average candidate. S/he can apply theoretical knowledge to analysing performances with a generally high level of critical awareness.
B 3.0	The student has reached a good overall standard. His/her skills and knowledge set permit him/her to create an adequate textual analysis or performance review of moderate difficulty. S/he has demonstrated his/her potential for some independent critical analysis of theatre in performance.
B – 2.7	The student displays some ability to do good work. Only with some direction and supervision is it possible for him/her to produce a strong, creative performance review. His/her analytical skills and depth of theoretical knowledge are just adequate to allow him/her to do some independent work on his/her performance.
C + 2.3	The student's analytical skills and theoretical knowledge are sufficient to allow him/her the opportunity of creating a performance which meets minimum acceptable standards. Ability to perform independent work is limited.
C 2.0	The student's analytical skills and theoretical knowledge are only sufficient to permit a performance review under close supervision. His/her ability to produce independent work is very limited.
C – 1.7	The student's analytical skills and theoretical knowledge are barely sufficient to permit a performance review of average quality. Ability to analyse moderately difficult scripts is severely limited.

D + 1.3	Whilst quite weak the student has demonstrated potential to do work of only average quality. S/he has demonstrated no basis for working independently at anything approaching a good level, and has minimal understanding of the creative process.
D 1.0	The student is too weak to make a meaningful contribution other than under the very closest of supervision. Analytical skills are not well developed at all. S/he has demonstrated no understanding of the creative process and no grasp of the theoretical underpinnings of the craft.
D – 0.7	The student has showed just a trace of a relevant skill set thought of as a minimum requirement for this field of study.
F 0.0	The student has failed to reach minimum passing standards.

**Practical:**

A 4.0	The student has demonstrated that s/he has achieved an exceptional level of the skills and knowledge set out for the course of study. S/he has the ability to apply meaningfully the skills and knowledge of character interpretation and is able to work independently to a very high level. S/he shows great creativity, versatility and variety in performance.
A – 3.7	The student has demonstrated his/her ability to create extremely impressive performances. S/he can analyse character, rehearse independently and is very good at applying the knowledge and skills learned on the course. S/he makes bold choices and shows a variety of expression in her performances.
B + 3.3	The student has demonstrated his/her ability to perform well beyond the reach of the average student. S/he is capable of rehearsing independently and making effective performance choices. S/he can analyse character, rehearse independently and is good at applying the knowledge and skills learned on the course.
B 3.0	The student has demonstrated a good overall understanding of the process of performance. His/her skills and knowledge set permit him/her to conduct an adequate analysis of character and to perform to a reasonable standard. S/he has demonstrated that s/he can rehearse independently.
B – 2.7	The student displays some ability to do good work but only with much direction and supervision is it possible for him/her to achieve an acceptable performance level. His/her skills and knowledge set are just adequate to allow him/her to interpret and analyse character.
C + 2.3	The student's skills and knowledge set are sufficient to allow him/her the opportunity of performing work at the minimum acceptable standard for this level of course. Ability to rehearse effectively and independently is limited. Interpretation and analysis is quite weak.
C 2.0	The student's skills and knowledge set are sufficient to permit a limited level of performance proficiency. The work is of the minimum acceptable standards. His/her ability to perform independent work is very limited.
C – 1.7	The student's skills and knowledge set are not of an acceptable quality at this level. Ability to perform independent work is very limited.
D + 1.3	The student has demonstrated that their work is way below average quality. There is little basis for working independently at a good level.

D 1.0	The student is too weak to make a meaningful contribution other than under the closest of supervision. Analysis and interpretation skills are not well developed at all.
D – 0.7	The student has showed just a trace of a relevant skill set thought of as minimum requirements for the field of study.
F 0.0	The student has failed to reach minimum passing standards.

## 5. Programme structure

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.

The degree enables students to navigate with increasing independence degree pathways that are supported by a strong culture of academic and pastoral advising, allowing for well-informed changes to be made in the light of emergent interests.

Small class sizes (max: 15) and the centrality of ongoing student evaluation and journaling ensure that a culture of reflexivity, informed by the liberal arts ethos, comprises a signature element of curricular content; is enacted in the overarching design of the programme and underpins both the pedagogical and administrative frameworks that support these aspirations.

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

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 refer to Appendix 2: Programme Structure Flowchart. Please note that students must complete all General Education requirements AND a minimum of 120 credits at each FHEQ level. The Gen Ed programme commencing Fall 2015 offers more choice amongst levels, so students and advisors must ensure that both Gen Ed requirements and overall level requirements are satisfied. As long as a minimum 120 credits per level is achieved, Gen Ed Options I and II will be automatically fulfilled.**

Table 1: Lower-Division / Levels 3 and 4 Degree Requirements

LOWER-DIVISION REQUIREMENTS			
QCF Level 3		US CREDITS	UK CREDITS
THR 3100	Foundations of the Performing Arts	3	12
THR 3102	Movement I: Taking the Floor	3	12
	<b>18 US/72 UK credits (6 further courses): General Education requirements<sup>1</sup></b>	18	72
	<b>6 US/24 UK credits (typically 2 further courses)<sup>2</sup></b>	6	24
<b>QCF Level 3 CREDIT TOTALS</b>		<b>30</b>	<b>120</b>

FHEQ Level 4		US CREDITS	UK CREDITS
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
<b>plus one of the following:</b>		3	12
COM 4105	Worlds of Music		
THR 4210	Introduction to Drama: The Play's the Thing		
	<b>3 US/12 UK credits (1 further course): General Education requirement<sup>3</sup></b>	3	12
	<b>12 US/48 UK credits (typically 4 further courses)<sup>4</sup></b>	12	48
<b>FHEQ Level 4 CREDIT TOTALS</b>		<b>30</b>	<b>120</b>

<sup>1</sup> Level 3 Gen Ed requirements: GEP 3100 Transitions I; GEP 3101 Transitions II; GEP 3120 Quantitative Reasoning; GEP 3140 Scientific Reasoning; GEP 3160 Creative Expression; GEP 3180 Research and Writing I.

<sup>2</sup> 6 US/24 UK credits to be completed at Level 3 consist of some elements of the following in combination: Gen Ed Humanities Social Science Option (if taken at Level 3); Gen Ed Option I and/or II (if taken at Level 3); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

<sup>3</sup> Level 4 Gen Ed requirement: GEP 4180 Research and Writing II.

<sup>4</sup> 12 US/48 UK credits to be completed at Level 4 consist of some elements of the following in combination: Gen Ed Humanities Social Science Option (if taken at Level 4); Gen Ed Option I and/or II (if taken at Level 4); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

Table 2: Upper-Division / Levels 5 and 6 Requirements

UPPER-DIVISION REQUIREMENTS			
<b>FHEQ Level 5</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
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
<b>plus one of the following:</b>		3	12
THR 5405	Shakespeare and his World I		
THR 5410	Shakespeare and his World II		
<b>plus one of the following:</b>		3	12
ADM 5200	Video Production		
AMS 5400	American Television Drama		
CRW 5200	Script Writing		
JRN 5400	Arts & Entertainment Journalism		
THR 5220	Stage Combat		
	<b>9 US/36 UK credits (typically 3 further courses)<sup>5</sup></b>	9	36
<b>FHEQ Level 5 Credit Totals</b>		<b>30</b>	<b>120</b>

<b>FHEQ Level 6</b>		<b>US CREDITS</b>	<b>UK CREDITS</b>
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 6330	Top Girls: Innovators and Outsiders	3	12
THR 6392	Playmaking (6 credits)	6	24
<b>Plus three of the following OR Internship and one of the following</b>		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)		
<b>FHEQ Level 6 Credit Totals</b>		<b>31</b>	<b>124</b>

<sup>5</sup> 9 US/36 UK credits to be completed at Level 5 consist of some elements of the following in combination: Gen Ed Option I and/or II (if taken at Level 5); Free elective(s)/Minor Requirements. For details of the Gen Ed options, please see the [Gen Ed Programme Specification](#).

## **5.2. Exit Award Requirements**

An exit award is defined as a lower award than one for which the student is registered. Such an award may be conferred if a student completes part, but not all, of the requirements of the programme for which he or she is registered. Students may not enter the university registered for an exit award.

### **5.2.1. Associate of Arts Degree in General Studies (US)**

The US Associate of Arts (AA) degree can be awarded as an exit degree for those students completing the following minimum requirements.

30 US / 120 UK credits at QCF Level 3  
30 US / 120 UK credits at FHEQ Level 4

Of the total number of credits required for the AA degree, 30 US/120 UK credits must be completed at Richmond. Students must obtain a minimum cumulative GPA of 2.0 and a major of 2.0 in order to qualify for this degree. Latin Honours are not applied to the AA Degree.

The requirements for the AA degree are outlined in Table 1 above.

### **5.2.2. Certificate of Higher Education (UK)**

The UK Certificate of Higher Education (CertHE) can be broadly aligned with the US Associate of Arts Degree, but the CertHE does not require the completion of 30 US/120 credits at QCF Level 3. Students who qualify for the AA degree will automatically qualify for the CertHE. But students may qualify for a CertHE without fulfilling the requirements for a US AA degree if they have not completed all of the QCF Level 3 requirements necessary to obtain the AA.

Students may not be awarded more than one exit award (notwithstanding dual accreditation of the AA/CertHE) and Boards will recommend the most relevant one for the individual student circumstance for any student meeting the criteria for an award to be made.

The UK CertHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses, corresponding with a UK average of between 40% and 59%)\*
- Merit (normally a GPA of 3.0 to 3.54, corresponding with a UK average of between 60% and 69%)\*
- Distinction (normally a GPA of 3.55 and above for all level 4 courses, corresponding with a UK average of 70% and over)\*

\*See Richmond OU/US Grading Translation Scale in *2015-2016 Catalogue*. Note that the Grading Translation will be phased in over several years starting with Level 3 courses in 2015-2016.

Of the total number of credits required for the UK CertHE, 15 US/60 UK credits must be completed at Richmond.

The requirements for the UK CertHE are outlined in the section of Table 1 pertaining to FHEQ Level 4 requirements.

### **5.2.3. Diploma of Higher Education (UK)**

The UK Diploma of Higher Education (DipHE) has no US equivalent. The UK DipHE can be awarded as an exit award for those students completing the following minimum requirements.

120 credits at FHEQ Level 4

120 credits at FHEQ Level 5

- Pass (normally a GPA of between 1.85 and 2.99 for all Level 4 courses, corresponding with a UK average of between 40% and 59%)\*
- Merit (normally a GPA of 3.0 to 3.54, corresponding with a UK average of between 60% and 69%)\*
- Distinction (normally a GPA of 3.55 and above for all level 4 courses, corresponding with a UK average of 70% and over)\*

\*See Richmond OU/US Grading Translation Scale in *2015-2016 Catalogue*. Note that the Grading Translation will be phased in over several years starting with Level 3 courses in 2015-2016.

Of the total number of credits required for the UK DipHE, 15 US/60 UK Level 4 credits and 15 US/60 UK Level 5 credits must be completed at Richmond.

The requirements for the UK DipHE are outlined in the sections of Table 1 and Table 2 above pertaining to FHEQ Level 4 and FHEQ Level 5 requirements.

### **5.3. 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
<b>Minor Requirements</b>		<b>18</b>	<b>72</b>
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. Students gain useful skills in writing and mathematics, and basic knowledge in the social and natural sciences that contribute to their engagement as globally active citizens. 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.

As London is the live site for students’ engagement with performance praxis, London both frames and resources their progressively independent application of that praxis as a lens through which to engage critically with the creative industries. The programme maximises Richmond’s dual siting for its educational potential. London has a greater number and variety of theatres than other metropolitan city and the quality, diversity and creative excellence of London’s Theatres are incomparable. The programme reflects and exploits this in both form and content.

Our Richmond and Kensington/Central London locations provide easy access to the West End Theatres, Shakespeare’s Globe and the Royal National Theatre on the Southbank, as well as the Old and Young Vic Theatres at Waterloo. We also have the Richmond Theatre, The Orange Tree Theatre and The Rose Theatre in close proximity to our Richmond Hill campus.

We already have a Theatre facility at the Richmond Hill campus. This facility has been upgraded into a good entry level Theatre /Performance space whilst still allowing the room to be used for other classes and activities.

Over the last academic year we have been successful in establishing strategic partnerships with both RACC (Richmond Adult Community College) - local to our Richmond Hill Campus - and the Lyric Theatre Hammersmith. These arrangements involve the co-design of outreach projects and collaborative Applied Performance



community-based work, enabling significant student involvement at all levels of delivery, administration and evaluation. We also anticipate the development of a new tranche of internships, boosting the potential for pedagogical innovation and practice-based research activity afforded by this sharing of programmed teaching space and performance facilities.

The practical courses are limited to 12 students per class, and in the first two years, several of the introductory level Theatre courses are very popular with non Theatre majors who take a Theatre course (for one semester) as one of their 'core curriculum' options. In these instances, two or three 'sections' of the same course run in a semester with the 'cap' remaining at 12 students per class.

**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.

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.

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.

The programme is structured from the outset to induct graduates into a solid grounding in their field of study; to provide them with a strong set of transferable skills; to prepare them for further, specialised postgraduate study and to engage them critically with a range of possible career paths in the Performing Arts.

The required practical 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 General Education courses (such as a Research and Writing course, quantitative and scientific reasoning courses, as well as additional electives including a Social Sciences or Humanities course) in addition to studying foundation courses in acting: THR 3100 Foundations of the Performing Arts and THR 3102 Movement I: Taking the Floor.

In the Sophomore (second) year, building on their foundations level knowledge, 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 (third), students intensify their theatre theory and practical performance skills with specific skills courses as follows: THR 5200 Voice for Acting & Broadcasting, THR 5210 Acting Skills and THR 5215 Screen Acting Techniques. They also have the ability to pursue a specific option depending on their interests such as Script Writing or Arts Journalism. In the Senior year (fourth/final 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, specifically in THR 6392 Playmaking.

In this regard, it is advantageous to students that the four-year programme also provides access to Richmond's highly successful internship programme (see below), in which Performance and Theatre Arts majors are encouraged to participate, especially if this can be combined with experience in the creative industry, informed by reflexive study within the professional domain.

#### **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.

The internship in Theatre can be taken by any student who is interested and can meet the GPA and personal requirements set by the Internship Office, which has developed strong Theatre-oriented internship programmes with industry professional and commercial and subsidised arts organizations.

To date, some of the internships related to the major include a placement in the theatre space Mudchute, Canary Wharf, where the student was able to work with set and light design and develop practical stage management skills. Another student interned at Arcola in Dalston working with marketing and promotional strategies; another student interned at the National Youth Theatre and one worked on tv production for NBC's the *Today* show. 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 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 course selection and registration, enabling smooth progression through the degree. They also advise on postgraduate and career opportunities, and also provide pastoral support in many cases.

Students admitted from Fall 2013 onwards have an on-line "Academic Plan" made available to them, which acts as an interactive degree planner, outlining degree requirements, and recording their completion – this enables students to track their progress towards their degree.

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*, 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 – the university disability officer works with individual students to determine accommodations, and works with colleagues in the Academic Registry and the Schools to see that their needs are addressed. 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 headed by the Vice-President for Students 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. The university [Student Charter](#) outlines responsibilities and expectations of both the students and the university, and the [Conduct Code](#) addresses expectations as to social conduct. Non-academic appeals and complaints and disciplinary incidents are overseen by the Student Affairs Department.

In its 2013 [IRENI review](#), Richmond was commended for “The care and attention paid to academic and pastoral support for international students throughout their association with the University”.

The Theatre faculty, in addition to their Academic Advising responsibilities, also provide ongoing guidance and support outside the classroom to the students in their major. They also help coordinate extra-curricular trips, encouraging students to make use of London as an important resource.

## Appendix 1: Curriculum map

	THR 3100 Foundations Performing Arts	THR 3102 Movement I
3Ai	x	
3Aii		x
3Bi	x	
3Bii	x	x
3Biii	x	
3Ci	x	x
3Di	x	x

	THR 4100 Beginning Directing	THR 4105 Movement II	THR 4110 Theatre & Community I	THR 4205 Acting: Theory into Practice	COM 4105 Worlds of Music	THR 4210 Intro to Drama
4Ai		x		x	x	x
4Aii	x		x		x	x
4Aiii	x				x	
4Bi		x	x	x	x	
4Bii	x	x	x	x		x
4Biii	x					
4Ci	x	x	x	x	x	x
4Cii	x					
4Ciii		x	x	x		x
4Di	x	x	x	x		
4Dii		x	x			
4Diii						x

	THR 5100 World Theatre	THR 5200 Voice for Acting & Broadcasting	THR 5205 Modern Drama	THR 5210 Acting Skills	THR 5215 Screen Acting Techniques	THR 5405 Shakespeare & his World I	THR 5410 Shakespeare & his World II	ADM 5200 Video Production	AMS 5400 American Television Drama	CRW 5200 Script Writing	JRN 5400 Arts & Entertainment Journalism	THR 5220 Stage Combat
5Ai						x	x	x	x	x	x	x
5Aii		x			x						x	
5Aiii	x		x			x	x	x				
5Aiv	x											
5Bi	x	x	x	x		x	x	x	x	x	x	
5Bii		x			x							x
5Biii		x						x				
5Biv	x		x	x		x	x					
5Ci	x		x	x		x	x		x			
5Cii	x	x	x	x	x	x	x	x		x		
5Ciii				x				x	x		x	x
5Di		x			x			x			x	x
5Dii	x	x	x	x	x	x	x	x	x	x	x	
5Diii		x						x				



	THR 6200 Classical Brit Theatre	THR 6210 Classical Acting (4 credits)	THR 6215 Modern Acting	THR 6220 Audition Technique	THR 6330 Top Girls: Innovators & Outsiders	THR 6392 Playmaking (6 credits)	THR 6205 Contemp British Theatre	THR 6225 Irish Drama	THR 6240 Movement III	THR 6245 Theatre & Community III	THR 6250 American Drama	THR 6962/6972 Internship
6Ai		x	x	x		x						
6Aii	x		x				x		x			
6Aiii	x				x		x	x		x	x	x
6Aiv					x		x				x	
6Bi		x				x			x			
6Bii				x	x					x		x
6Biii	x	x	x		x		x	x			x	x
6Biv		x	x			x						x
6Ci	x	x	x		x	x	x	x		x	x	x
6Cii		x	x	x		x			x	x		x
6Ciii	x											x
6Civ					x		x	x	x		x	x
6Di	x	x	x	x	x	x			x	x		x
6Dii						x						
6Diii				x		x			x	x		x
6Div					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>Fall</u>	<u>Freshman</u>
1.	THR 3100 Foundations of the Performing Arts
2.	GEP 3100 Transitions I
3.	GEP 3120 Quantitative Reasoning
4.	GEP 3180 Research & Writing
5.	GEP 3140 Scientific Reasoning

<u>Spring</u>	<u>Freshman</u>
1.	THR 3102 Movement I: Taking the Floor
2.	GEP 3101 Transitions II
3.	GEP 3160 Creative Expression
4.	Option: GEP (if done at level 3) or elective/minor
5.	Option: GEP or GEP Humanities Social Sciences (if done at Level 3) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 3 REQUIRED</i>	

### YEAR TWO:

<u>Fall</u>	<u>Sophomore</u>
1.	THR 4105 Movement II: The Physical Impulse
2.	THR 4205 Acting: Theory into Practice
3.	Option: GEP or GEP Humanities Social Sciences (if done at Level 4) or elective/minor
4.	Major option from Level 4 list
5.	GEP 4180 Research and Writing II

<u>Spring</u>	<u>Sophomore</u>
1.	THR 4100 Beginning Directing (LII)
2.	THR 4110 Theatre & Community I: Me and My Shadows
3.	Option: GEP (if done at Level 4) or elective/minor
4.	Option: GEP (if done at Level 4) or elective/minor
5.	Option: GEP (if done at Level 4) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 4 REQUIRED</i>	

### YEAR THREE:

<u>Fall</u>	<u>Junior</u>
1.	THR 5210 Acting Skills
2.	THR 5205 Modern Drama
3.	THR 5100 World Theatre
4.	THR 5405 Shakespeare and his World I or THR 5410 Shakespeare and his World II
5.	Option: GEP (if done at Level 5) or elective/minor

<u>Spring</u>	<u>Junior</u>
1.	THR 5215 Screen Acting Techniques
2.	THR 5200 Voice for Acting & Broadcasting
3.	Major option from Level 5 list
4.	Option: GEP (if done at Level 5) or elective/minor
5.	Option: GEP (if done at Level 5) or elective/minor
<i>MIN 30 US/120 UK CREDITS AT LEVEL 5 REQUIRED</i>	

### YEAR FOUR:

<u>Fall</u>	<u>Senior</u>
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 6330 Top Girls: Innovators and Outsiders

<u>Spring</u>	<u>Senior</u>
1.	THR 6392 Playmaking (6 credits)
2.	Major option from Level 6 list
3.	Major option from Level 6 list
4.	Major option from Level 6 list
<i>MIN 30 US/120 UK CREDITS AT LEVEL 6 REQUIRED</i>	