

Programme Specification for BA (Hons) Drama with Psychology

This document applies to Academic Year 2020/21 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Drama with Psychology
6.	Pathways available	Single Honours only
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance and duration	Full- and part-time; some evening attendance required
9.	UCAS Code	Drama with Psychology – WLC8
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Dance, Drama and Performance (2019) ; Psychology (2019)
11.	Date of Programme Specification preparation/ revision	April 2019. August 2019 – AQU amendments to Section 19. August 2020 – AQU amendments to Section 19. September 2020 – New module PSYC1454 added. PSYC1439 withdrawn. Nov 2020 – AQU dissertation-equivalent noted on award map. February 2022 – PSYC3642, PSYC3634, and PSYC3641 withdrawn. PSYC3653, PSYC3654, and PSYC3657 added. August 2022 – AQU Amendments

12. Educational aims of the programme

The Drama with Psychology programme is designed to enable students to engage with debates, skills and professional practice that directly relate to the academic and practical demands of both drama and psychology whilst providing a sound basis for progression to higher study or employment in the fields of drama, psychology and arts therapies.

At the heart of the course is the aim that students should be able to interrogate and apply theory in a practical way. The teaching reflects this by examining theory through both practice and debate. Critical analysis and the creative application of informed ideas are thus a corner stone of the students' experience, and are reflected in the aims and outcomes for the programme. These are directly related to the QAA Subject Benchmark Statements and aim to ensure that all students will have the opportunity to:

- develop individual and collective skills and the necessary work ethic in order to be suitable for a broad range of employment opportunities;
- develop an understanding of mental health and the psychological approaches to therapy within the context of drama
- develop an entrepreneurial approach to the use and application of drama with psychology techniques and methodologies in a range of contexts;
- acquire and develop a range of intellectual and performative, subject-specific and transferable skills and qualities which will support students in academic study, graduate employment and/or postgraduate study;
- gain intellectual, creative and personal independence and confidence;
- develop an aesthetic appreciation of Drama with Psychology and gain creative and performance skills commensurate with those evident in professional practice;
- consider the use of drama in a range of contexts though recognition and understanding of applied psychology

- engage with concepts, ideas and debates that broaden and challenge perceptions and existing ideologies
- progress onto higher study and research in related areas.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding		
LO no.		Module Code/s
1.	On successful completion of the named award, students will be able to: Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques and applications of Drama with Psychology	DRAM2202 DRWP3600
2.	Show knowledge and critical understanding of how core areas within the discipline of psychology have conceptualised factors that influence psychological wellbeing	PSYC2540
3.	Demonstrate and synthesize coherent and detailed knowledge of key theorists, practitioners and practices	DRAM3205 DRAM3213 PSYC3654
4.	Demonstrate intelligent and critical understanding of how to read, interpret and adapt a range of material to create performance and inform practice	DRAM3205 DRAM3213 PSYC2540

Cognitive and Intellectual skills		
5.	Appropriately deploy established techniques of analysis and enquiry from the fields of drama and psychology to a diverse range of situations	DRAM2202 DRWP3600
6.	Deploy developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways	DRWP3600
7.	Use scientific and evidence - based reasoning to critically evaluate psychological arguments and develop studentsr own perspectives on the combination of psychology and drama with respect to psychological wellbeing	DRAM2202 DRWP3600 PSYC3657
8.	Engage in independent research, including where appropriate, creating and/or critically responding to practice	DRAM3210 DRAM3211 DWPS3600

Skills and capabilities related to employability		
---	--	--

9.	Present developed practice through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms	DRAM3206 DRAM3211 PSYC2540
10.	Develop strategies for self – reflection in order to learn independently and plan personal and professional development	DRAM3210 DRAM3214 PSYC2540
11.	Accurately apply skills and understanding of key aspects of drama, theatre and therapeutic practice	DRAM2202 DRWP3600
12.	Creatively and critically engage with the production of theatre and performance through one or more of the following: performance, direction, choreography, text creation, dramaturgy, stage management, scenography, sound and lighting production, editing, administration, marketing, funding.	DRAM 3205 DRAM3215

Transferable/key skills		
13.	Demonstrate developed skills in self-management, including the ability to set goals, manage workloads, work under pressure, be punctual, meet deadlines and maintain a professional attitude	All level 5/6 modules
14.	Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives	All level 5/6 modules
15.	Communicate clearly in a range of media (essays, presentations, blogs, portfolios)	All level 5/6 modules

Learning, teaching and assessment

Teaching

Drama with Psychology draws upon two distinct yet complementary disciplines and the teaching reflects this. Across the course, students will experience a combination of methods including interactive practical workshops, lectures, seminars, fieldwork and activities.

All these forms enable the application of learning through a combination of practical work, group discussion, problem-based learning and small group activities. Single sessions may involve lectures, workshops, seminars and practical sessions exploring key methodologies; site based work and formative exercises.

Theory is taught through practice to enable students to gain a real understanding on how to apply research in a practical and professional context.

Psychology is normally lecture-seminar based but practical, problem-based learning is also a key component of the delivery, as well as blended and online delivery of course content.

Seminars enable the discussion and understanding of topics covered in lectures and practical session are focussed on developing specific skills and applied individual and group work, and make extensive use of formative feedback to shape students learning and confidence throughout modules.

Students will be allocated a Personal Academic Tutor who will be accessible throughout the students time here via a number of scheduled sessions in each year plus private meetings for help and advice as students need it.

The emphasis is on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment as well as academic achievement.

A mixture of independent study, teaching and academic support from module tutors and Library Services as well as the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help students towards their goals. The course makes extensive use of Blackboard as an e-learning tool and staff have increasingly trialled the use of social media platforms, such as Facebook, as more flexible e-learning.

Students will be guided and assessed by tutors who deliver both studio practice sessions and the critical/theoretical aspects of their study. The resultant incorporation of practice and theory underlines our belief that research, practice and theory are integrated.

Contact time

A typical week will have around 12-15 contact hours of teaching. The precise breakdown will depend upon the individual modules - for example Drama modules are normally taught in 3-4 hour blocks and are practice led, with theory taught within practical sessions to enable students to gain an understanding of how to apply research in a practical and professional context. Psychology is a combination of problem-based learning and lecture-seminar. Seminars enable the discussion and understanding of topics covered in lectures and practical sessions are focussed on developing specific skills and applied individual and group work.

Independent Self-Study

In addition to the above contact time, students are expected to engage with around 20-25 hours of personal study per week. Typically this will involve reading, meeting with groups to work on projects and tasks, preparing for assignments and going on trips to see work.

This independent learning is supported by a range of excellent facilities, including the Hive library, the virtual learning environment, extensive access to vast electronic learning resources and of course, purpose built and dedicated Drama and Performance studios.

Teaching Staff

Students will be taught by a teaching team from across Drama and Psychology, whose expertise and knowledge are closely matched to the modules on the course and includes respected senior academics and professional practitioners with substantial, current industry experience.

Teaching is informed by research, consultancy and professional practice many of whom are fellows or senior fellows of the Higher Education Academy

Assessment

Assessment takes the form of formative (informal) and summative (formal) assessment.

Formative assessments carry no weighting but are really important and designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as student support teams, informal peer assessment or rehearsed presentations and performances. It is also embedded in the students ongoing engagement with tutors' and is part of the individual tutorial system and feedback on Item Report Forms

Assessment in Drama is not by written examination and normally requires a combination of practical work and critical reflection, for example a performance or group presentation with subsequent oral assessment or written analysis. Written assessment is varied and some modules may require different forms such as essay, contextual analysis, blog, creative writing or learning journal.

Psychology modules tend to be disaggregated and include problem-based enquiry. And there is also a formal written examination in the third year.

The precise assessment requirements for an individual student in an academic year will vary according to the modules taken, but a typical formal summative assessment pattern for each year of the course might be:

Year 1
3 x Essays

2 x Portfolios
4 x Group practical / performance work
3 x written reflections
2 x Individual or group presentations

Year 2

3 x Essays
3 x Portfolios
5 x Group practical / performance work
4 x written reflections
4 x oral assessments
2 x pieces of creative writing

Year 3

3 x Essays
4 x Portfolios
6 x Group practical / performance work
4 x contextual statements / analytical reflections
2 x oral assessments
2 x pieces of creative writing
1 x major independent study (approx. 6,000 or equivalent)
1 x formal examination of 2-hour duration

14. **Assessment strategy**

Studying Drama with Psychology involves complex processes and the application of study in a variety of ways and towards a range of outcomes. A level of creative thinking is central to the requirements, and assessment is designed to be appropriate to research-informed creative activity and the promotion of independent learning.

The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to learning outcomes in Drama and Psychology;
- is both course-led and student-centred and can be negotiated where appropriate;
- is both process- and product-based (includes both rehearsal and performance)

The assessed learning which students may achieve on the course can be broadly classified under four different headings, or domains: **the conceptual** involves research, selection and analysis; **the productive** demands the interpretation and application of research; **the contextual/critical** evidences critical thinking and wider awareness and **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

The synoptic approach learning and assessment approach allows students to make connections, and students receive feedback on formative and summative assessments.

All work encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

15. **Programme structures and requirements**

Please see the award map at Appendix 1.

16. **QAA and professional academic standards and quality**

The course reflects the Subject Benchmark Statements in Dance, Drama and Performance (2019) and Psychology (2019) and these have been used to underpin the course learning outcomes. The course has taken account of the updating in terms of modules addressing digital technology, applied and participatory practices. The work is rigorously underpinned by appropriate theoretical approaches including analytical, historical, critical, and contextual and the preparation for vocational destinations. The award is located at Level 6 of the FHEQ and the qualification descriptor has been used as a reference point in the course design.

17. Support for students

The Drama with Psychology course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition into University life is assisted by an initial one week's induction programme, which, through a range of activities, introduces students to the university, course and the staff who will be teaching them. In addition the School organises a Fresher's Week party for all new Arts students and staff to break the ice and establish an arts community.

During the induction week students are involved in activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

Progressing students are also provided with a brief induction into their second and third years and incoming direct entry students are given additional, dedicated support by a member of staff whose role it is to help them settle and to understand expectations.

The Schools of Arts and Psychology monitor attendance closely in the first year and provide support for first year students through the Personal Academic Tutor, who will be from the School of Arts with additional support from a named tutor in the School of Psychology. This support continues in the second and third years.

The Personal Academic Tutor will advise them on issues related to the course throughout their study at the University and monitors progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions when notes are taken and stored on SOLE, or group-based sessions during which general points and issues relating to the course are dealt with. Meetings with PATs are structured into the course twice a semester.

Staff teaching students on modules offer additional module-specific support through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see students - either on their office door, via email or in module outlines.

Students are supported further through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support. These include for example:

- The Disability and Dyslexia Service within Student Services provides specialist support on a one-to-one basis:

<http://www.worcester.ac.uk/student-services/index.htm>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

- Writing support from the Royal Literary Fund Writer in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union, which, as an independent charity devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions policy

The admissions policy for Drama with Psychology seeks to be inclusive and the course is committed to widening participation to include all groups in society.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) with 3 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

DBS maybe required for the Work Experience module and Theatre and Education modules at level 6. If required this will be clearly communicated to students prior to the selection of modules.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures.

Full-time applicants apply through UCAS (WC48)

Part-time applicants apply directly to University of Worcester (UW)

It is also standard practice to invite prospective students to an applicant visit day details for which will be sent upon invitation.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Top-up from an HND to BA (Hons) degree

Students with an HND in Drama plus a good 'A' level in Psychology will normally be invited in for an interview and if successful be invited to join the course into the second year of study. Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111). Students with a related Foundation degree will

normally be interviewed and, if successful, be invited to join the course in either the second or third year of study.

Students with disabilities

Drama with Psychology is an inclusive programme and open to all students regardless of any disability and every effort is made to provide parity in terms of experience and opportunity. We are keen to minimise or eradicate disability-related barriers to study and will make reasonable adjustments whenever it is possible to do so.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be

required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

- For students following the UWIC pathway see section 18 above.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE in Drama with Psychology	In order to be eligible for the exit award of Certificate in Higher Education in HE in Drama with Psychology, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE HE in Drama with Psychology	In order to be eligible for the exit award of Diploma in Higher Education in HE in Drama with Psychology, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree in Drama with Psychology (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules at level 4 and 5 plus the Psychology mandatories at level 6 of the award as specified on the award map.
Degree with honours in Drama with Psychology	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, including the mandatory modules for level 5 and level 6 of the award as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

Graduate destinations

There are excellent career opportunities for Drama with Psychology graduates. These are both in drama-related areas, such as theatre, education, and the media, and in a wide range of other fields of employment made accessible through skills learned on the course in presentation, performance, critical thinking and writing, creativity, confidence

and communication. Former Drama students often set up their own businesses, for example as small scale touring theatre companies or drama education providers. Many also are now working as actors, producers, stage managers and directors for employers across the areas of theatre, TV, radio and film. Others have taken their skills into other areas and teaching and lecturing are very popular career choices for our graduates, as are arts therapy, administration, marketing PR and events management

A degree with Psychology is appealing to employers, giving students an excellent advantage in the job market. Previous graduates have gone into roles as diverse as management, human resources, teaching, and healthcare or art therapy. During their time with us students will learn and develop a broad range of transferable skills. An important part of this learning process is the ability to reflect upon their own experiences; an aspect of practice engaged in by all professional psychologists. The combination of these two disciplines opens up a wide range of potential careers.

Additionally an increasing number of our students opt for higher level study and following successful completion of the BA with a second class honours degree, we offer progression onto the following postgraduate provision.

- MSc in Psychology that would provide students with the Graduate Basis for Chartership with the British Psychological Society (BPS)
- MSc in Counselling, which offers the basis for future careers in counselling professions.

If students go on to complete the MSc Psychology, the option of entering professional training within a particular pathway in psychology is then opened up to students.

Alternatively, should students prefer a drama and theatre related specialism, students might prefer

- MA in Contemporary Performance Practices
- MRes in Theatre and Performance
- MPhil/PhD

The transferable skills of graduates in this domain are those much sought after in a range of other environments such as business and commerce; they enhance students' profiles and employability and they are explicitly found in all work undertaken in drama. The development of an appropriate work ethic, including taking on roles and responsibilities, negotiation and decision making, leadership, interpersonal engagement and serving the whole are essential in any kind of production work, and this is embedded in the learning and teaching and assessment strategies employed by the department

Links with alumni

In addition to the university's mechanisms for keeping in touch with alumni, we have a Facebook page for sharing information and for posting employment opportunities. We also have a policy of inviting back graduates who are now working in areas related to the course to give talks or to run workshops for current students.

Student employability

The Drama with Psychology course has employability at the core of its design and what makes this single honours course unique is that in addition to developing skills in drama and performance, there is also a dedicated pathway that will explore key areas and topics in psychology including therapy, communication and applied psychology. As a result, the core combination of drama and psychology opens up future careers in applied and therapeutic arts and supports entry into postgraduate courses that confers eligibility for Graduate Basis for Chartership with the British Psychological Society.

Links with employers

During the course of their degree, Drama with Psychology students will have opportunities to:

- Undertake work placements as part of their credit bearing study
- Meet and benefit from the advice of leading professional practitioners in a range of modules
- Develop and grow a 'live CV', for presentation to prospective employers
- Obtain opportunities to pitch for and take part in 'live' projects with clients in a variety of contexts
- Gain specialist careers advice
- Prepare applications for postgraduate academic study
- Present work to the public and potential employers through targeted modules
- Enhance skills in enterprise and entrepreneurship
- Understand the practicalities and mechanics of becoming self-employed and setting up small businesses
- Apply for funding towards realising specific projects and business ideas
- Develop a business plan
- Be involved in project management and fundraising
- Research opportunities in another European country (through opportunities to study abroad).

Extra-curricular opportunities

Drama with Psychology recognises the importance of students building up professional experience and, to that end, provides opportunities for students to audition to take part in performances and/or special projects developed by the University or its partners. These include connecting with a range of communities for example, touring interactive education and schools productions, working with people with disabilities, engaging with specific commissions that might be applied or production based. The following provides a snapshot:

- Four students performed '*Bad Connection*' at a showcase at Birmingham Repertory Theatre.
- Thirty students were paid as student ambassadors to tour devised Theatre in Education programmes to schools and colleges across the West Midlands over the last 5 years.
- Ten students performed as part of the *Long Live Shakespeare* project at The Hive to mark the 400th anniversary of his death.
- Five students were cast in Cheltenham Everyman's autumn production of *Great Expectations* which was a collaborative project with the University.
- Six students presented a children's show at Malvern Theatre.
- A group of students who set up their own company were invited to present excerpts of their show at three local FE colleges and to deliver a talk to students and staff there.
- Students and graduates were involved in providing a regular programme of drama workshops for adults with learning difficulties through resident company, Footsteps Theatre.
- Weekly students theatre workshops are run at the University's The Hive library, which are organised by postgraduate drama students.

The arts culture at Worcester serves to enhance students' career prospects, where the drive to work across disciplines and in innovative ways keeps work and ideas at the forefront of practice. There is a resident professional theatre company, C&T, to which students have regular access, as they do to staff-led performance companies operating in such diverse areas as children's theatre, political theatre, site-specific performance and theatre and disability.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award map

Course Title: Drama with Psychology					Year of entry: 2020/21
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			Single Hons		
DRAM1240	Devising and Physical Theatre	30	M	None	Excluded combinations: DRAM1200, DRAM1210, DRAM1205, DRAM1213
DRAM1241	Plays in Context	30	M	None	Excluded combinations: DRAM1201
DRAM1211	Theatre & Communities	15	M	None	None
PSYC1437	Introduction to Studying Psychology	15	M	None	None
PSYC1454	Applied Psychology 2: Forensic and Therapeutic Settings	15	M	None	None
DRAM1244	Theatre Design and Production	15	O	None	Excluded combinations: DRAM1200, DRAM1205
CODExxxx	Optional modules offered by the Language Centre/School of Education (codes LANG or UGTU)	15	O	N/A	N/A

Requirements at Level 4

Students must take 120 credits in total, 105 of which must comprise the mandatory modules: DRAM1240, DRAM1241, DRAM1211, PSYC1437 and PSYC1454 plus 15 credits of optional modules from above. and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx>

Level 5					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons		
DRAM2202	Applied Theatre	30	M	None	None
PSYC2540	Applied Psychological Science	30	M	None	None
DRAM2204	Devising and Adaptation	30	O	None	None
DRAM2205	Theatre & Digital Media	15	O	None	None
DRAM2206	Music Theatre	15	O	None	None
DRAM2207	Making Theatrical Space	15	O	None	None
DRAM2209	Choreography and Performance	15	O	None	None
DRAM2211	Playwriting	15	O	None	None
DRAM2212	Theatre, Real Lives and History	15	O	None	None
PSYC2538	Diversity and Inclusivity	15	O	None	None
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A

Requirements at Level 5

Students must take 120 credits in total from the table above. 60 credits must comprise the mandatory modules DRAM2202 (30 credits) and PSYC2540 (30 credits) and optional modules - which can include up to 15/30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English, and Teaching English as a Foreign Language (TEFL) and modules in Tutoring. Details of the available modules can be found here: <https://www.worcester.ac.uk/life/help-and-support/language-centre/optional-modules.aspx>

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			Single Hons		
DRWP3600	Drama with Psychology Project (Dissertation equivalent module)	30	M	None	None
DRAM3205	Contemporary Performance Practices	15	O	None	None
DRAM3206	Theatre & Learning Disability	15	O	None	None
DRAM3208	New Voices in Contemporary British Theatre	15	O	None	None
DRAM3210	Work Placement	15	O	None	None
DRAM3211	Writing for Performance	30	O	None	None
DRAM3213	Theatre & Education	15	O	None	None
DRAM3214	Sexuality in Performance	15	O	None	None
DRAM3215	Scenography: Specialist Project	15	O	None	None
DRAM3222	Dance Styles	15	O	None	None
PSYC3653	Social Cognition and Emotion	15	O	None	None
PSYC3654	Understanding Trauma and Violence	15	O	None	None
PSYC3657	Counselling Psychology in Practice	30	O	None	None

Requirements at Level 6

Single Honours students must take 120 credits from the table above. 45 credits must comprise the mandatory modules DRWP3600 (30 Credits) plus at least 15 credits from the PSYC modules listed above, with the remaining 75 credits to be selected from the optional modules listed.