

MA Theatre, Performance and Participation

Programme specification

1. Programme details

| Item | Information |
|-------------------------------------|--|
| a) Programme name (incl. pathways): | MA Theatre, Performance and Participation |
| b) Programme code(s) | TBC |
| c) Programme credit value(s) | 180 CATS 90 ECTS |
| d) Programme author(s) | Gail Babb, Philippa Burt, Fiona Graham, Katja Hilevaara and Molly McPhee |
| e) Entry requirements | 2.2 (or international equivalent) in relevant/related subject |
| f) Academic year effective from | 2026-27 |

2. Programme Aims & Overview

Aims

1. Provide a context in which you develop as an independent, articulate practitioner-thinker who creates, critiques, and writes about performance.
2. Consider theatre, performance and participation as strategies to think about art, culture and the contemporary world.
3. Foster your engagement with UK and global cultural contexts to explore questions of identity, representation, equity, aesthetics and the role of the artist.
4. Cultivate and advance your existing practice through the lens of collaboration, political engagement, and cultural awareness.
5. Encourage independent practice and research, with an opportunity to focus on your specialist areas of interest in theatre and performance.
6. Empower you to refine and articulate a distinctive approach to performance-making, through socially engaged theatre, facilitation, performance writing and dramaturgy, and to consider how you share this with diverse audiences.
7. Advance your understanding of the interaction between practice and theory in all areas of performance study.
8. Provide you with a hands-on introduction to performance technologies, scenography, production management, curation and event organisation, culminating in a student-led public performance festival.

Overview

The MA Theatre, Performance & Participation invites you to move fluidly across disciplines while developing depth within one of four specialist pathways:

- Performance Makers & Theatre Artists
- Applied Theatre & Participatory Artists
- Writers & Dramaturgs
- Cultural Producers & Critical Researchers

We provide space for socially aware, critically curious, innovative artists, facilitators and researchers to develop their creative practice and theoretical analysis, as well as new forms of collaboration and activism. Whether you imagine yourself shaping the ecologies of the UK or international contexts, the programme equips you with the skills, networks and resilience to contribute to, build and reimagine artistic and cultural structures.

Schedule: In Autumn and Spring terms, you will have classes two days a week. In the Summer term, you will have classes for the first few weeks and then will be engaged in independent projects with tutorials and supervision arranged at times to suit you.

3. External reference

| Item | Information |
|-------------------------|----------------|
| a) FHEQ Level of Award: | 7 |
| b) UCAS Code(s): | Not applicable |
| c) HECoS Code(s): | (100069) Drama |
| d) QAA Benchmark group: | Not applicable |

4. Awards

| Item | Information |
|--|---|
| g) Awarding institution: | Goldsmiths, University of London |
| h) Teaching institution: | Goldsmiths, University of London (Subject area: Theatre, Music and Performance) |
| i) Home School: | Music, English & Theatre |
| j) School(s) also involved in teaching of the programme: | 1. None 2. None 3. None If other, name here: |
| k) Entry awards: | <input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input type="checkbox"/> PGCert <input type="checkbox"/> PGDip |
| l) Interim exit awards: | <input type="checkbox"/> CertHE <input type="checkbox"/> DipHE <input checked="" type="checkbox"/> PGCert <input checked="" type="checkbox"/> PGDip |
| m) Final awards: | PGCert Theatre, Performance and Participation PGDip Theatre, Performance and Participation MA Theatre, Performance and Participations |

5. Delivery

| Item | Information | |
|---------------------------------------|--|------|
| a) Language of study: | English | |
| b) Valid intake points in year: | <input type="checkbox"/> January <input checked="" type="checkbox"/> Sept/Oct <input type="checkbox"/> Other If other, specify: Click or tap here to enter text. | |
| c) Mode of study: | On Campus Indicate the overall balance of teaching modes in the table below. | |
| d) Total hours directed learning/year | 220 | |
| e) In-person hours | 220 | 100% |
| f) Online hours | 0 | 0% |
| g) Pace of study: | <input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time | |
| h) Duration of programme | Full time: 1 <input checked="" type="checkbox"/> years <input type="checkbox"/> months Part time: 2 <input checked="" type="checkbox"/> years <input type="checkbox"/> months | |
| i) External accreditation: | Not applicable | |
| j) Apprenticeship Standard: | Not applicable | |

6. Programme Learning Outcomes

Also, see the [curriculum map](#) at the end of document.

For UG exit awards, Learning Outcomes must be achieved in the level indicated below:

- CertHE = Level 4
- DipHE = Level 5

Learning outcomes are grouped in categories of:

- **Declarative learning** - knowledge, thinking & facts (D1-3)
- **Functional learning** - application of knowledge, thinking & facts (F1-3)
- **Professional and transferable skills and behaviours** (P1-3)

On successful completion of the programme, you will be able to:

| | Learning Outcome | Level | Graduate Attribute |
|----|--|-------|---------------------------|
| D1 | Critically evaluate key theoretical frameworks and methodological approaches within theatre, performance and participatory practice, demonstrating an advanced understanding of their historical, cultural, ethical and sociopolitical contexts. | 7 | Political in the personal |

| | | | |
|----|---|---|---------------------------|
| D2 | Demonstrate an expanded practical knowledge of innovative methodologies, techniques and approaches to performance. | 7 | Diversity of perspective |
| D3 | Demonstrate advanced intellectual rigour and conceptual understanding that is necessary for the undertaking of advanced scholarship and sustained research. | 7 | Responsible agency |
| F1 | Conceive and execute interdisciplinary practice that demonstrates an advanced understanding of the synthesis of critical and creative modes of enquiry. | 7 | Collaboration |
| F2 | Apply a developed synthesis of practice, research and reflective skills, drawing on pertinent critical and creative practices and discourses in relation to the specific pathway context. | 7 | Diversity of perspective |
| F3 | Demonstrate advanced skills in articulating research questions, methods and contexts that are conceived through the process and practice of performance making, writing and facilitating. | 7 | Political in the personal |
| P1 | Employ appropriate professional conduct in working individually and collectively within a collaborative creative process. | 7 | Collaboration |
| P2 | Identify and deploy a range of appropriate skills in order to present elements of the creative research project publicly. | 7 | Responsible agency |
| P3 | Understand and navigate the material conditions of practice that are situated in professional and proto-professional contexts beyond the university | 7 | Responsible agency |

7. Programme Structure

For Undergraduate programmes (UG), each level must amount to at least **120 CATS** (60 ECTS).

Postgraduate (PGT) programmes must amount to at least 180 CATS (90ECTS), with exception to interim exit awards.

Compulsory modules must be taken by all students.

Option modules – you must choose one or more of the options available to this programme at this level and point. The option modules available from this list may vary from year to year, depending on student numbers and staff availability. Selection takes place during your studies, not before.

Also, see [curriculum structure grid](#).

Academic year 1 (FT)

| Module Name | Code | Credit | Level | Type | Term | Year PT | Pathway |
|---------------------------|---------|--------|-------|------------|------|---------|---------|
| Catalysts & Foundations | DR7XXXX | 30 | 7 | Compulsory | 1 | 1 | N/A |
| Modes & Forms | DR7XXXX | 30 | 7 | Compulsory | 1 | 2 | N/A |
| Professional Specialisms | DR7XXXX | 60 | 7 | Compulsory | 2 | 1 | N/A |
| Creative Research Project | DR7XXXX | 60 | 7 | Compulsory | 3 | 2 | N/A |

8. Learning, Teaching & Assessment

Learning & Teaching methods

Teaching will be via a range of formats to be as relevant as possible to the topic and learning outcomes. This may be through workshops, practical labs, lectures and seminars. It may have a mix of in-person and online activities, designed to give you the best learning experience and to make the most out of your time on campus. You are expected to attend all your timetabled learning activities.

Specifically, this programme will be taught in the following ways:

[Click or tap here to enter text.](#)

Assessment modes and approaches

You will be assessed in a range ways throughout your course. These will be both Formative (for feedback and development), and Summative (required to pass and progress to the next level). Summative assessments are compulsory.

Feedback is a crucial part of your learning and development in this programme. You will receive feedback both on your Formative (work in progress) tasks/assessments, and your Summative (graded) assessments. This feedback will help the assessment to be a part of your learning, not just a test. It may be verbal, written or video based. Please engage with this feedback to improve your future work.

Specifically, this programme will be assessed in the following ways:

Each module has a different form of assessment, with multi-modal assessments factored in that will allow you to choose how you are assessed. This includes written essays, short contributions to collaborative manuals, interdisciplinary group presentations, performance projects and symposium/festival contributions.

Assessment diet (number of assessments for compulsory modules)

| Mode | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Total |
|------|---------|---------|---------|---------|---------|-------|
| | | | | | | |

| | | | | | | |
|-------------------------|--------------------|----------|-----------------|----------|----------|----------|
| Coursework | 0 | 0 | 0 | 0 | 1 | 1 |
| Exam | 0 | 0 | 0 | 0 | N/A | 0 |
| Live | 0 | 0 | 0 | 0 | 3 | 2 |
| Portfolio (multi-modal) | 0 | 0 | 0 | 0 | 2 | 3 |
| Practical / multimedia | 0 | 0 | 0 | 0 | 0 | 0 |
| Written | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL: | 0 | 0 | 0 | 0 | 6 | 7 |
| Of which... | Individual: | 5 | Group: 1 | | | |

9. Other information

| Item | Information |
|---|---|
| a) Assessment regulations | https://www.gold.ac.uk/gam/taught-programmes/assessment/ |
| b) Placement opportunities | N/A |
| c) Programme-specific requirements | N/A |
| d) Programme specific costs and resources | N/A |
| e) Employability and potential career opportunities | <p>Graduates from the programme typically go on to work as employable performers, facilitators and researchers, cultural leaders and programmers, as well as innovators and collaborators in the performance field both in the UK and internationally. Some make their own productions and form their own companies, sometimes formed with peers at Goldsmiths, whilst some develop independent careers in the sector. Some teach at school, college and University level as well as provide freelance workshops, and some continue their practice-based research at PhD level, several returning to the School for this after graduation. Many find work in related areas of the field, including as facilitators, programmers, venue directors, project leaders, market development directors, dramaturges and directors. Those who come on the MA to refresh an existing professional career return to this with new skills and, above all, the ability to articulate the direction in which they wish to develop their work. Above all the programme assumes self-motivation and self-management. It aims to provide the basic tools for independent and resourceful strategies for working in an unpredictable world and students graduate with an informed awareness of their own capabilities as performance initiators, collaborators and leaders as well as the experience of realising their own ideas in practice.</p> |

10. Academic support

There is a range of support available to you to give you the best possible chance of success in this programme.

Please see your tutors and student portal/VLE for details of what's available and how to access this support.

11. Curriculum map

Programme Learning Outcomes assessed by each module:

| Module name | Code | Type | D1 | D2 | D3 | F1 | F2 | F3 | P1 | P2 | P3 |
|---------------------------|--------|------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Catalysts & Foundations | DR7xxx | Compulsory | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Modes & Forms | DR7xxx | Compulsory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional Specialisms | DR7xxx | Compulsory | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Creative Research Project | DR7xxx | Compulsory | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |