

MA Dramaturgy and Writing for Performance

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MA Dramaturgy and Writing for Performance

Name of Interim Exit Award(s):

Postgraduate Certificate in Dramaturgy and Writing for Performance

Postgraduate Diploma in Dramaturgy and Writing for Performance

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100069) Drama

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: November 2021

Home Department: Theatre and Performance

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

This is a well-established, highly successful programme with specialist pathways in Dramaturgy and Writing for Performance.

It concentrates on the process of writing for live performance, together with an ongoing evaluation of the work in process. Through practice and reflection, we enable you to establish a distinctive, individual creative approach.

We support the development of texts for performance, alongside an intellectual understanding of the diverse contexts in which live performance can be made. We examine texts from a wide range of periods and cultures. We engage with work that is innovative, or which challenges established notions of practice.

Dramaturges and performance writers study side by side, and examine creative and dramaturgical issues from various perspectives as writers, spectators and creative collaborators.

London continues to be a major world centre for a staggering range of arts activity. It is an excellent base for the study of performance, and for making professional and other creative contacts. It is a city which continues to generate innovative practice, and provide platforms for emerging artists.

We have strong links with a large number of London-based practitioners and organisations in the field of new performance writing, and many of these contribute directly to the teaching of the programme.

Programme entry requirements

Successful applicants will normally hold an appropriate first degree (usually at 2.1 level or higher) and have some relevant practical experience (either in a professional or non-professional context).

Alternatively, they may not hold a first degree (or hold one in an unrelated discipline) but have substantial and relevant professional experience. If an applicant is not a graduate, or if their degree is in an unrelated field, they may also be required to provide evidence of their ability to write in a critical, analytical way.

For admission to the Writing for Performance option applicants will be required to show evidence of their ability as a writer for performance, and to convince us (through their personal statement on the application, their references and their interview) of their commitment to writing for live performance, their capacity for creative collaboration, and their ability to reflect critically on their practice.

For admission to the Dramaturgy option, applicants will be required (through their personal statement on their application, their references, their interview, and any supplementary documents they provide) to show evidence of their commitment to this area of practice, of their capacity for sympathetic creative collaboration, and their willingness and ability to undertake appropriate personal writing projects as part of their study.

Aims of the programme

The educational aims of this programme are informed by Goldsmiths declared focus on 'the study of creative, cultural and social processes'; the QAA code of practice; Goldsmiths Learning and Teaching Strategy; and the Department of Drama's mission statement.

The primary aim of this MA programme is to develop the student's potential as a Writer or Dramaturge working in the field of live performance. It aims to develop the student's understanding of the craft of writing and of the diverse contexts in which new performance writing exists. During the course, s/he will examine various approaches to the generation, research and development of performance material; and to relationships between writers and other creative collaborators. S/he will examine a multiplicity of performance languages and dramaturgical approaches. S/he will analyse completed new work on the page and in performance.

The programme will enable the student to develop her/his own approach to dramaturgy and script development by enabling her/him to develop her/his practice through work on creative projects in a challenging but supportive environment; to test ideas through practice; and to develop her/his capacity for constructive self-reflection. By giving the student contact with diverse practitioners and organisations working in the field today, the programme aims to give her/him an up-to-the-minute engagement with the issues facing dramaturges and writers, and knowledge of where to seek opportunities for professional work.

The complementary/contextual option courses taken as part of the programme aim to give the student a critical engagement with a complementary area of performance practice, in order to broaden her/his knowledge and range of awareness and to contextualise the work of her/his specialism.

What you will be expected to achieve

By the end of the programme the student should be able to demonstrate:

(* = Transferable qualities and skills appropriate to employment in a range of contexts)

The programme's learning outcomes are correlated with its aims and with its pedagogy of integrated and cumulative inquiry, acquisition of knowledge and ability to think.

For the Postgraduate Certificate to be awarded, modules to the value of at least 60 CATS will have been passed and the following learning outcomes will have been achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	A foundational knowledge of the key sites of professional new writing practice in the UK today, and of organisations that support the development of writers and new performance writing;	Dramaturgy, Creative Interventions
A2	a foundational understanding of a range of techniques for the generation, research and development of written performance material;	Dramaturgy, Creative Interventions
A3	an understanding of the range of possible roles for the writer within the collaborative medium of live performance;	Dramaturgy, Creative Interventions

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	skills in constructive self-evaluation of the ways in which (either as writer or as dramaturge) they uses differing methodologies to develop new performance material; *	Dramaturgy, Creative Interventions
B2	the ability to articulate ideas, orally and in writing, and to engage in discussion; *	Creative Interventions, Dramaturgy
B3	the ability to conceive, develop and deliver an independent project. *	Creative Interventions, Dramaturgy

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	the ability to present written and other work to high academic or professional standards; *	Dramaturgy, Creative Interventions
C2	preparedness to work (as a writer or dramaturge) in diverse areas of live performance practice and in varied professional situations; *	Dramaturgy, Creative Interventions
C3	the ability to work collaboratively in the generation of dramatic/performance text	Dramaturgy, Creative Interventions

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	SEE ABOVE	

In order to be awarded the Postgraduate Diploma, modules to the value of 120 CATS will have been passed and these learning outcomes will have been achieved:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	a thorough knowledge of the key sites of professional new writing practice in the UK today, and of organisations that support the development of writers and new performance writing;	Dramaturgy, Writing Projects, Creative Interventions in the Text, Contextual Module
A2	a thorough understanding of a range of techniques for the generation, research and development of written performance material;	Writing Projects, Creative Interventions in the Text, Contextual Module
A3	an understanding of the range of possible roles for the writer within the collaborative medium of live performance;	Writing Projects, Creative Interventions in the Text, Contextual Module

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	skills in constructive self-evaluation of the ways in which (either as writer or as dramaturge) they uses differing methodologies to develop new performance material;	Writing Module and Contextual Module
B2	the ability to articulate ideas, orally and in writing, and to engage in discussion; *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Contextual Module
B3	the ability to conceive, develop and deliver an independent project	Dramaturgy, Creative Interventions in the Text, Writing Projects and Contextual Module

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	the ability to present written and other work to high academic or professional standards; *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Contextual Module
C2	preparedness to work (as a writer or dramaturge) in diverse areas of live performance practice and in varied professional situations; *	Dramaturgy, Creative Interventions in the Text, Writing Projects
C3	the ability to work collaboratively in the generation of dramatic/performance text.	Creative Interventions in the Text, Writing Projects

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	SEE ABOVE	

To be awarded the MA, a total of 180 CATS will have been passed and all the learning outcomes below will have been achieved. Students who successfully complete the programme will demonstrate:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	a wide-ranging knowledge of the key sites of professional new writing practice in the UK today, and of organisations that support the development of writers and new performance writing;	Dramaturgy, Writing Projects, Creative Interventions in the Text and Final Projects.
A2	a comprehensive understanding of a range of techniques for the generation, research and development of written performance material;	Writing Projects and Creative Interventions in the Text.
A3	an understanding of the range of possible roles for the writer within the collaborative medium of live performance;	Writing Projects and Creative Interventions in the Text.
A4	an understanding of diverse approaches to formal and stylistic organisation of performance material, through a detailed,	Dramaturgy and Creative Interventions in the Text.

Code	Learning outcome	Taught by the following module(s)
	analytical knowledge of key dramatic/ performance texts;	
A5	an articulate awareness of personal areas of interest and ability, and of development as a Playwright or Dramaturg during the course of the programme.	Writing Projects and Final Projects.

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	skills in constructive self-evaluation of the ways in which (either as writer or as dramaturge) they uses differing methodologies to develop new performance material; *	Writing Projects and Final Projects.
B2	the ability to articulate ideas, orally and in writing, and to engage in discussion; *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Final Projects.
B3	the ability to conceive, develop and deliver an independent project. *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Final Projects.

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	the ability to present written and other work to high academic or professional standards; *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Final Projects.
C2	preparedness to work (as a writer or dramaturge) in diverse areas of live performance practice and in varied professional situations; *	Dramaturgy, Creative Interventions in the Text, Writing Projects and Final Projects.
C3	the ability to work collaboratively in the generation of dramatic/performance text.	Dramaturgy, Creative Interventions in the Text, Writing Projects and Final Projects.

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	SEE ABOVE	

How you will learn

Knowledge and Understanding

The acquisition of outcome A1 is through the teaching of specialist Writing Projects and through the contributions of visiting practitioners (agents, directors, dramaturges and playwrights) during Dramaturgy and the Final Project workshops. For some Dramaturgy students, this engagement will also be developed in dissertation practice research during the spring and summer terms.

With regard to outcomes A2 and A3, the autumn term Writing Projects and the autumn/spring term Creative Intervention in Text introduce the students to diverse script development methodologies, which the students investigate in an experiential way, where the students work on four short, discrete, contrasting supervised assignments. In their various capacities as Writer or Dramaturge, the students develop their personal engagement with these aspects during the Final Project of the spring and summer terms.

The Dramaturgy and Creative Intervention in Text courses offer seminar/workshops in dramatic text and performance text analysis to address outcome A4. Outcome A5 is addressed through seminar discussion and tutorial appraisal through the sequence of Writing Projects and the Final Project.

Cognitive and Thinking and Subject Specific Skills and other attributes

Outcome C1 is addressed through tutorial input and feedback on all written projects during the course, reinforced by written guidance on the presentation of academic work in the Department of Drama Handbook.

Outcome B1 is one focus of the seminars, workshops and tutorials throughout the Writing Projects, and a principal focus of the supervision of the Final Project, through the workshop and other structured activities provided.

Outcome C2 is one principal focus of the Writing Projects and the Creative Intervention in Text course; the awareness of diverse textual/performance strategies from the Dramaturgy classes, including the insights offered by diverse Visiting Practitioners in various aspects of the programme.

Outcome C3 is the focus of at least one of the autumn Writing Projects, which require the students to collaborate either with Performers or with other writers in the class on a short supervised project. In the spring/summer terms the various workshop and other practical activities, both in class and with external agencies, facilitate this development.

Outcome B2 is specifically developed in the Dramaturgy and Writing project seminar/workshops, and during the lecture/ seminars and essay tutorials for the two complementary/contextual courses.

Outcome B3 is addressed through the supervision of the essay projects for the option courses; through the supervision of the autumn term Writing Projects which explore these elements on an experiential basis; and in a more advanced, intensive way through the supervised spring/summer term Final Project.

How you will be assessed

Knowledge and Understanding

Outcomes are assessed through all written coursework elements.

In relation to assessed written coursework, including: critical essays, dramaturgical analyses and the final self-reflective analysis, students are assessed with regard to:

1. an ability to write lucidly and with focused relevance
2. an ability to identify and examine key issues in relation to the work in hand
3. an ability to draw upon and evaluate diverse primary and secondary sources as appropriate
4. an ability to sustain a critical response through the development of coherent analysis
5. evidence of insight, intelligence and stylistic aptitude in presenting written criticism
6. an ability to structure and sustain a coherent argument at an appropriate level

Students' creative writing is assessed with regard to the following criteria:

1. the ability to originate, research and develop material in relation to a particular project
2. the application of appropriate techniques for the notation and/or presentation of the work in hand
3. the ability critically to assess the work at different stages, evaluate possibilities for change and development and account for the project's aesthetic, dramatic and/or cultural implications
4. the ability to relate to the circumstances of a defined performance context and to the work of other practitioners

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	Distinction. In order to achieve 80% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Outstanding level. Marks in this category will be awarded for work, which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into the topic and the application of creative process.
70-79%	Distinction	Distinction. In order to achieve 70% or over, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to an Excellent level (distinction threshold). Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of outstanding achievement in all or a consistent combination of the above areas.
60-69%	Merit	Merit. In order to achieve 60-69%, the piece of work being assessed would need to demonstrate that the majority of the learning outcomes have been achieved to a good extent. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	Pass	In order to achieve 50-59%, the piece of work being assessed would need to demonstrate that the majority of the appropriate learning outcomes have been achieved to a satisfactory extent. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis. The work should be of

Mark	Descriptor	Specific Marking Criteria
		good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Fail standard – the mark indicates that the work is below the standard of a Masters degree. The piece of work being assessed demonstrates that the majority of the outcomes have been achieved to a less than satisfactory extent. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes at Masters standard.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme can either be studied full-time (one year) or part-time (two years). Attendance at all scheduled sessions is compulsory.

Full-time mode

Module Title	Module Code	Credits	Level	Module Status	Term
Contextual Course	DR71077A	30	7	Compulsory	1
Dramaturgy	DR71085B	30	7	Compulsory	1
Writing Projects	DR71086A	30	7	Compulsory	1
Creative Intervention in Text	DR71087B	30	7	Compulsory	2
Either: Final Project-Dramaturgy	DR71088C	60	7	Compulsory	2-3
Or: Final Project-Writing for Performance	DR71088D	60	7	Compulsory	2-3

Part-time mode

For part-time students, the programme is as follows:

Year One

Autumn Term: Contextual Course and EITHER Dramaturgy OR Writing Projects. Part-time students must normally pass all assessments taken in Year One before proceeding to Year Two.

Spring Term: Creative Intervention in Text

Year Two

Autumn Term: EITHER Writing Projects OR Dramaturgy

Spring/Summer Term: Final Project

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/

programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

The programme prepares graduates for professional employment as writers and dramaturges in mainstream and alternative contexts, for work on community projects and for specific audiences, for original work and for adaptation to live performance of work from other media. Students are prepared for employment on professional new writing cross-art-form projects (including, for example, work in dance and Live Art). To supplement their live

performance practice students are prepared for many kinds of work that includes writing reviews, script reports, dramaturgical feedback and workshop skills.

This experience, together with the breadth of skill acquired during the programme, provide graduates with a strong foundation for seeking employment in a notoriously uncertain environment.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student's mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme, which are set out below:

In completing your programme you will be required to attend shows in the West End, and you will be therefore be required to meet the costs of travel into central London.

You may be asked to perform your work in a London venue, or undertake a placement, and you would be expected to make your own travel arrangements to these venues, and cover the costs, on such an occasion.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).