



Queen Margaret University

EDINBURGH

# Programme Specification

Where appropriate outcome statements have been referenced to the appropriate Benchmarking Statement (BS)

1. <b>Awarding Institution</b>	Queen Margaret University
2. <b>Teaching Institution</b>	West College Scotland
3. <b>Professional body Accreditation</b>	NA
4. <b>Final Award</b>	BA(Honours) Drama, Theatre and Performance
<b>Subsidiary Awards</b>	BA Drama, Theatre and Performance
5. <b>Programme Title</b>	BA(Honours) Drama, Theatre and Performance
6. <b>UCAS Code</b>	(Code to be added)
7. <b>SCQF level</b>	10
8. <b>Mode of delivery and duration</b>	Full time – Two year top-up
9. <b>Date of validation</b>	March 7 <sup>th</sup> 2019

## 10. Educational Aims of the programme

- To extend students' knowledge and understanding of the distinctive traditions, conventions, contexts and practitioners that have helped to shape modern and contemporary Drama/Theatre practice and to provide opportunities for them to apply this knowledge in a variety of contexts.
- To (a) develop students' competence in the presentation/performance of artistic skills in drama, through creative action and problem-solving in a variety of roles and contexts: (b) simultaneously to develop students' transferable skills in communication, collaboration, organisation, self-reliance, critical and reflexive thinking and the ability to synthesise knowledge.
- To encourage students to develop as reflective practitioners capable of completing research tasks and negotiating independent and collaborative study.
- To ensure the students develop critical abilities as well as understanding theoretical frameworks to enrich and inform their own artistic practice.
- To facilitate the development of skills in voice, movement, acting, theatre specific digital technologies, entrepreneurship and administration enabling graduates to shape their own artistic and career trajectory; and who can contribute and respond effectively to the demands of their chosen profession.
- To engender the initiative, enterprise and resourcefulness necessary to thrive as a performing artist including an understanding of self-promotion, marketing, publicity and other professional business skills within the context of a digital global economy.
- To encourage access for, and support the learning needs of, students from diverse backgrounds through the provision of a programme delivered locally and a variety of learning, teaching and assessment methods.

## 11. Benchmark statements/professional and statutory body requirements covered by the programme

The intended learning outcomes within the BA Drama, Theatre and Performance relate to the relevant qualification descriptor in the **Framework for Qualifications of Higher Education Institutions in Scotland (Oct 2014)** in the following way:

Course learning outcomes progressively assessed across Key Theatre Practitioners and Key Theatre Practice, Theoretical Viewpoints and Honours Project require that students employ advanced skills to conduct research and hone their skills in critical analysis and academic

writing. The progression of these modules results in graduates fulfilling FQHEIS level 10 descriptor abilities to “*use their knowledge, understanding and skills in the systematic and critical assessment of a wide range of concept, ideas, and data (that may be incomplete), and in both identifying and analysing complex problems and issues; demonstrating some originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments*”

Course learning outcomes progressively assessed across Acting and Directing, Shakespeare in Performance and Group Performance Project demand that students display mastery of complex and specialized areas of knowledge and skills within the context of theatrical performance. They rely upon the students’ advanced technical and professional activity while encouraging students to accept accountability for related decision making. These practices based modules align with the FQHEIS level 10 descriptor “*A comprehensive knowledge and familiarity with essential and advanced materials, techniques and skills including some at the forefront of the subject*”

Course learning outcomes assessed across Drama/Theatre in Education, Applied Theatre and Creative Entrepreneurship including the embedded opportunities for professional practice combine to meet the FQHEIS level 10 descriptor abilities to “*systematically identify and address their own learning needs both in current and in new areas, making use of research, development and professional materials as appropriate, including those related to the forefront of developments*”, and also to, “*apply their subject –related and transferable skills in contexts of a professional or equivalent nature where there is a requirement for:*

- *the exercise of personal responsibility and initiative*
- *decision-making in complex and unpredictable contexts*
- *the ability to undertake further developments of a professional or equivalent nature.*”

The BA course satisfies the QAA Subject Benchmark Statement for Drama (July 2015) and the course content and outcomes have been matched to the subject knowledge and skills. The revised 2015 benchmark statement contains updates in areas of “digital technologies, applied, participatory and socially engaged arts and employability” and the content of the degree programme has taken cognisance of these updates with specific modules that enhance the learning opportunities for students in these areas. The content of the degree has been selected to enlarge employment opportunities for students to enable them to build on their HND in Acting and Performance and to develop their skills as professional practitioners. Project development, management, reflection and evaluation are embedded within the course structure and content thereby requiring students to conceptually and practically understand the context of their artistic practice. Cognisance of the changing landscape of performance culture has been recognised and this is reflected in the content of the programme whereby students are given the opportunity to broaden their skills base. This acknowledges that practitioners are increasingly required to be self-managed performers and makers, educators and creators if they are to fully succeed in the independent theatre community of today.

## **12. Learning Outcomes of the Programme**

The following Learning Outcomes have been developed with reference to the QAA benchmarking statements for dance, drama and performance (July 2015) and the FQHEIS (Oct 2014)

### **Knowledge and Understanding**

#### **On successful completion of this course, students will be able to:**

K1 Demonstrate a critical, contextual and historical perspective on a range of theatrical and dramatic practices, the critical traditions with which these practices are associated and the significance of these practices for their own artistic work

K2 Demonstrate knowledge and an understanding of the current performing arts sector and related industries and possess a critically reflective understanding of the development of their own professional practice in relation to this.

K3 Critically analyse texts including written, visual and performance and communicate effectively in writing by using an appropriate academic style

- K4 Demonstrate knowledge of key components of performance and the processes by which it is created, realised and managed.
- K5 Demonstrate some knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts
- K6 Demonstrate understanding of the responsibilities and facilitate within their practice safe and ethical working practices
- K7 Demonstrate an appropriate and intelligent understanding of the interplay between critical and creative modes of enquiry.
- K8 Demonstrate well developed skills in critical reflection, intellectual inquiry, analysis and interpretation of ideas, concepts and information from a range of evaluated sources.
- K9 Demonstrate a developed critical understanding of the issues surrounding performer/audience relationships, the cultural contexts of performance, the nature of professional practice and/or the application of performance in community, educational and/or mediated settings.

## **Skills**

### **On successful completion of this course, students will be able to:**

- S1 Demonstrate an understanding and experience of collaborative theatre-making in its many varied forms and across a range of roles including performing, directing, devising/writing, producing, stage management, technical and production support
- S2 Demonstrate performance skills and work habits relative to the professional industries.
- S3 Demonstrate an ability to generate ideas autonomously in response to a set or negotiated brief and to employ appropriate performance strategies, dramatic/theatrical vocabularies, techniques, structures, processes and/or working methods to create and /or critically reflect upon original performance
- S4 Demonstrate an ability to synthesise artistic knowledge, interrogate theatrical and dramatic practices and the critical traditions with which these practices are associated and respond creatively to these practices in their own creative work
- S5 Demonstrate an independent approach to research and learning
- S6 Demonstrate a highly developed ability to investigate and experiment with specialised theatrical strategies, conventions, forms, theories and practices
- S7 Demonstrate an appropriate repertoire of interpretive skills, practices and making techniques and applying them effectively to engage with an audience/performance
- S8 Effectively lead, facilitate, participate and problem solve within a team working context and take personal responsibility as an individual artist whether working independently or within a group for creative decision making
- S8 Use a range of technologies appropriately and effectively in the realisation and execution of performance

## **Transferable Skills**

### **On successful completion of this course, students will be able to:**

- T1 Highly developed skills in communication, collaboration, organisation, self-reliance, critical and reflexive thinking and the ability to synthesise knowledge.
- T2 Ability to work effectively under pressure and to meet deadlines
- T3 Ability to work in planned and improvisary ways, to anticipate and accommodate change
- T4 Ability to work independently, set goals and manage their own workloads
- T5 Respond to critical judgements with reasoned responses
- T6 Operate effectively while working with others to pursue shared goals
- T7 Use, adapt and employ digital media and IT effectively
- T8 Project management skills in the realisation of appropriate projects from investigation to delivery

## 13. Teaching and learning methods and strategies

### Overview

The teaching and learning strategies selected are designed to facilitate the students' ability to develop their own artistry and foster links between this, the practice of others, and theoretical knowledge and concepts. This is achieved by:

- Curriculum design and content that encourages the integration of theory and practice
- High quality and regular contact between tutors and students
- Teaching by guest artists and access to the wider performing arts community that enables students to develop their knowledge of current infrastructures and models of good practice.

The object is to produce graduates capable of exploring and experimenting with a range of expressive and performance modes, and documenting and critically evaluating process and product creating confident and reflective practitioners. The teaching of most modules is studio based with staff and students in regular one-to-one contact. Through this contact, connections between individual student working practice and developmental needs are identified throughout the course, with studio practice creating a reflective environment for learning and teaching. The programme also places emphasis on teamwork and collaborative skills. In this programme, teamwork is designed to develop the interpersonal and social skills required to work collaboratively, and it encourages students to explore a variety of approaches to enquiry. Team members are assessed as individuals and are asked to evidence their individual contribution. Students are often responsible for their own time and assignment management, which encourages the development of efficient working practices and produces graduates who are confident and capable of coping with the pressures prevalent in the workplace. The emphasis of the programme shifts from largely tutor led learning in level 3 to more independent learning in level 4. By the end of level 4 professional standards of ability in generating ideas and concepts, critical analysis, evaluation, reflection, synthesis of different lines of thought or approach, communication, self-reliance and advanced production skills are expected.

### The course is underpinned by three broad concepts:

**Practical exploration**, which is an essential component in every module and enables students to apply their knowledge and to experiment with concepts and learn through doing. The practice of skills throughout the course is progressive with more intensive intervention from staff in terms of teaching in level 3 to more formative feedback and guidance in level 4. Performance, acting and theatre production skills are investigated both in workshop settings and through student-led production work. Students experience a variety of methodologies that includes: improvisational work, devising, adaptation, traditional script work and experimental approaches to performance. A variety of assessment methods are used that include: ongoing assessment and formative tasks, assessment of performance pieces, peer assessment of process and contribution, viva voce following performance and critical reflection.

**Academic research and investigation** is the base from which all the practical work stems. It is at the core of every module and is delivered via lectures, seminars and supervised dissertation. The VLE materials and other media links support these areas. Students interrogate the relationship between the historical and cultural contexts of the practices that they engage with, develop subject knowledge, and develop core graduate study skills. These are further reinforced through tutorials and PDP guidance.

**Employability and Career focus** is the third strand of the course and is delivered via seminars, group tutorials, online materials, guest speakers and specialist master-classes. This provides the model for how students are encouraged to operate in their own theatre companies during the final group performance project (here they are encouraged to pay attention to accounting, fund-raising, marketing and publicity as well as the creation and development of their own work) The modules' focus on reflective practice develops professionalism and culminates in the Creative Entrepreneurship module at stage 4 which provides students with the necessary time and context to research, plan and instigate the next steps to employment, further study or enterprise within the degree course.

**Teaching and Learning Methods.** The main learning and teaching methods employed are a combination of:

- **Lectures:** to present and explain information and provide an overview of key issues, theories, themes, genres and ideas in modern and contemporary theatre practice
- **Seminars:** to allow guided group discussion as a means of clarifying and elaborating on issues, theories, genres and ideas in modern and contemporary theatre practice
- **Tutorials:** to allow detailed discussion about and /or feedback on a given topic or to support a specific aspect of learning and/or assessment
- **Workshops:** to provide students with an opportunity to explore and experiment with ideas, theatrical concepts, approaches and techniques and to reflect upon and respond to these ideas, concepts, approaches and techniques in their own practice.
- **Research/Independent learning:** to encourage students to develop research skills, use their initiative, become resourceful and self-reliant and learn in research mode
- **Supervised rehearsals:** to allow students to receive support and benefit from tutor interventions while experimenting with ideas, exploring topics and developing their work
- **Self-managed rehearsals:** to allow students to respond creatively to a brief, autonomously experiment with ideas, and explore and develop their work while also taking responsibility for efficiently and effectively managing their own time and workload
- **Group Projects:** to allow students to develop teamwork skills, self-discipline, respect for others, and the capacity to respond to constructive criticism
- **Performance:** to allow students to exercise creativity, apply practical subject-specific skills and to demonstrate self-discipline and self and group management skills
- **Essays:** to allow students to critically analyse selected issues in theatre and performance and to develop a personal critical perspective on these issues.
- **Critical reflection:** Underpinned by appropriate theory to allow students to critically reflect on their work in context as a basis of professional practice
- **Negotiated Learning:** to allow students autonomy within the appropriate parameters of the modules and to allow them to see themselves as researchers, and to set the parameters for in-depth investigation of a self-selected topic in either written form or performance
- **Presentations:** to allow students to articulate their critical perspective in verbal form and to respond to and exchange ideas in a live environment
- **Electronic learning resources:** (ejournals; internet; subscription based online platforms; DVDs, etc.) to enable students to develop skills of research and analysis, and to become independent learners
- **The VLE (Moodle)** to support student's classroom learning
- **Social Media:** (private groups) To provide an out of hours support and/or dialogue

#### 14. Assessment strategies

The main assessment methods employed are a combination of:

- **Performances/Practical Work:** to test students' ability to generate ideas in response to a set or negotiated brief and to select and demonstrate appropriate performance strategies and skills in individual and/or collaborative theatre practice
- **Oral Presentations:** to test students' ability to synthesise knowledge, to articulate a personal critical perspective on a given topic and to field questions in a live environment
- **Written assignments/Essays:** to test students' ability through research and writing to critically evaluate practices, theories, ideas and issues in contemporary theatre and to make connections between/judgements about these practices, theories, ideas and issues
- **Negotiated projects:** to test students' ability to demonstrate higher level skills in research, develop projects autonomously and demonstrate specialist knowledge of selected theatre practitioners, artistic/critical movement and/or approaches to practice

**15. Programme structures and features, curriculum units (modules), credits and award requirements (including any periods of placement)**

**Level 3**

Title	Credits	Delivery	Status	Assessments	
Key Theatre Practitioners	20	Sem 1	Core Existing	Performance Presentation (60%)	Critically Evaluative Essay (40%)
Key Theatre Practice	20	Sem 2	Core Existing	Performance (60%) Presentation (30%)	Documentation and Q and A (10%)
Acting and Directing	20	Sem 1	Core Existing	Performance (60%)	Critically reflective notebook (40%)
Shakespeare in Performance	20	Sem 1	Core Existing	Performance and programme note (60%)	Critically reflective essay (40%)
Drama and Theatre in Education	20	Sem 2	Core New	Option 1: Practical workshops and plans (60%) and individual reflective portfolio.(40%)	Option 2: Performance with group folio (60%) Individual reflective essay (40%)
Drama in Context	20	Sem 2	Core New	Group Performance (60%)	Presentation (30%), Q, and A (10%)

**Level 4**

Title	Credits	Delivery	Status	Assessments	
Group Performance Project	40	All year	Core Existing	Performance and Production skills (60%)	Production File (40%)
Honours Project	40	All year	Core QMU Existing	Dissertation (100%)	
Creative Entrepreneurship	20	Sem 2	Core QMU Existing	Individual business or career plan (100%)	
Applied Theatre	20	Sem 1	Option Existing	Performance and Production skills (60%)	Production Portfolio (40%)

Students awarded a non-honours degree will have achieved the majority of the learning outcomes above. Their knowledge will typically be less broad and they will typically be less proficient in higher-level skills such as independent learning. To obtain a non-honours degree in Drama, Theatre and Performance, students must have achieved at least 360 credits in total. Of these 120 must have been at level three as a minimum including all level three core modules.

**16. Criteria for admission**

Students will apply via the college website for entry to the degree. Entry will be by audition and interview and successful completion of a mandatory bridging programme. Students will have to

have successfully completed the HND in Acting and Performance or equivalent qualification for entry to third year. The minimum requirement for admission to a programme of study leading to an award of the University is the possession of prior learning deemed sufficient to allow the applicant to be able to succeed and benefit from the programme of study. If third year is successfully completed students will progress onto the final year. Students may exit after third year with an ordinary degree if they have successfully met the criteria.

The calculation for Honours classifications are in accordance with the University's Academic Regulations.

Unless otherwise stated, the University Regulations apply. Standard assessment regulations can be found at: <https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/>

## **17. Support for students and their learning**

WCS programmes normally provide the following student support:

- Personal Guidance Tutors
- Student Handbook
- Placement Handbook
- Access to Student Learning Services, Library and IT support
- Access to Student Services: careers, counselling, disability advice
- Representation through Student-Staff Committees

## **18. Quality Assurance arrangements**

This programme is governed by QMU's quality assurance procedures. See the QMU website for more detail: <https://www.qmu.ac.uk/about-the-university/quality/>