Queen Margaret University

EDINBURGH

Programme Specification

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

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	n/a
4	**Final Award**	BA (Hons) Drama
	Subsidiary exit awards	Cert HE (Level 7) Dip HE (Level 8) BA Drama (Level 9)
5	**Programme Title**	BA (Hons) Drama
6	**UCAS code** (or other coding system if relevant)	W490
7	**SCQF Level**	7–10
8	**Mode of delivery and duration**	Full Time (4 Years) / Part Time (6 Years)
9	**Date of validation/review**	16th May 2019

10. Educational Aims of the programme

The award is aimed at students who wish to develop critical and practical skills relevant to theatre and the wider creative industries, while also qualifying them for further study or employment in a wide range of possible graduate jobs. The programme provides a theoretical core from which to expand to further study, drawing in students who are enthusiastic about live performance and theatre practices in particular.

Undergraduate programmes at QMU aim to foster graduates who have, in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life. QMU aspires to develop graduates who:

- Have academic, professional and personal skills for career management and personal development;
- Undertake and use research: understanding the nature and boundaries of knowledge creation; applying skills of enquiry, critical analysis, synthesis and creative thinking to investigate problems; systematically collecting and evaluating evidence; and proposing solutions;
- Conduct themselves professionally and ethically, respecting the diversity of others;
- Have the capacity to help build a socially just and sustainable society, striving for high levels of social, ethical, cultural and environmental conduct;
- Are mindful of their role as global citizens, contributing positively to society at local, national or international levels;
- Demonstrate high level skills of information literacy and communication to create and share knowledge;
- Promote the principles of multi-/inter-disciplinarity;
- Are confident, responsible, autonomous and critically reflective lifelong learners.

In addition to the above aims, the BA (Hons) Drama programme has a number of specific aims and learning outcomes that are listed below. In developing the aims and learning outcomes the programme team have been informed by the QAA benchmark statements for Drama as a subject area.

The BA (Hons) Drama programme will enable students to:

1. be informed by innovative practice

2. realistically understand the nature and diversity of the theatre and associated creative industries
3. critically evaluate a range of texts and performative traditions from different theatre cultures and historical periods, in order to understand the way drama works in a variety of contexts
4. explore and develop practice based skills in various key areas
5. understand contemporary theoretical frameworks and utilise these to interrogate theatre history, and also understand how study of history and different genres and performance styles informs our contemporary practice
6. explore and engage with their own creative potential
7. develop their intellectual capabilities: analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and problem solving
8. communicate effectively, work individually and in teams to deadlines, be innovative and adaptable to change, to be entrepreneurial in their approach, to manage and reflect on their own learning
9. contribute and respond effectively to the demands of their chosen profession.

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

n/a

12. Learning Outcomes of the Programme

The programme provides the opportunity for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas. These learning outcomes articulate with the characteristic outcomes described in the Level 10 descriptors of the SCQ Framework.

Knowledge and understanding of …

A1 the way drama works in a variety of contexts
A2 contemporary theoretical frameworks and how these can be utilised to interrogate theatre history and practice
A3 how the study of history and different genres and performance styles informs contemporary practices
A4 contemporary work on stage (in its broadest meaning) and drama in other media
A5 links between cultural identity, creative expression and application

Intellectual (thinking) skills in order for students to…

B1 critically interpret and evaluate a wide range of texts and performances, practitioners and theorists
B2 explore, practically or theoretically, an aspect of drama and performance
B3 engage critically with key components of performance and the processes of creating performance
B4 critically explore and engage with their own creative potential
B5 identify and evaluate the cultural frameworks within which performance is created

Professional and practical skills to enable students to …

C1 deploy practical, creative and critical approaches (as appropriate) to a chosen area of special interest
C2 have an informed appreciation of the nature and diversity of the opportunities within the world of work
C3 understand appropriate performance vocabularies, techniques, crafts, structures and working methods
C4 work creatively within a group to create and stage or otherwise disseminate a performance, text, project or event
C5 creatively and critically engage with the skills and processes of production, design and rehearsal through which performance is created

Transferable skills that enable students to …

D1 operate independently both academically and practically
D2 analyse and reflect upon personal practice in relation to theoretical models, as praxis
D3 research, synthesise and present complex information in a variety of formats, using appropriate academic conventions
D4 provide evidence of scholarship in their praxis
D5 be able to work effectively and reflectively in group situations
D6 utilise appropriate technological skills (IT skills, social media, web-editing, creating blogs and websites to develop and maintain projects), and understand their application and potential within the performing arts
D7 communicate effectively and professionally
D8 identify and resolve problems creatively

13. Teaching and learning methods and strategies

In line with the Student Experience Strategy, the programme consistently aims to place the student at the centre of the learning process. The teaching and the learning strategies utilised are designed to enable independent progress within a supportive framework. The structure and content of the programme modules are designed to facilitate flexibility and, at times, allow students to follow their own specific interests. They are also designed to balance the needs of academic scholarship with the practical skills and knowledge required to support graduate employability. To implement this strategy, a varied menu of learning and teaching methods have been used that allow all students to engage with, practice, and demonstrate mastery of new skills and achievements in as wide a variety of contexts as possible. Methods used for BA (Hons) Drama include practical workshops, lectures, tutorials, rehearsals, discussions, field trips, reflective opportunities, case studies, problem-based learning and master-classes. This variety of approach, coupled with an emphasis on self-directed learning, supports the effectiveness of the learning process and fosters reflective student practice, allowing students to tailor their learning to their specific needs and aspirations. The diversity of these approaches ensures that the programme contains numerous opportunities for students to use their new knowledge and apply it critically to real-life examples. For example, students opting to take either the Creative Learning and the Community and/or the Drama in Education modules will have the opportunity to undertake a placement in a community setting or a school, or they can develop a relevant project as agreed with the module coordinator. For the Experiential Learning Placement elective, there are a wide range of placement settings – usually one day per week in organisations such as the voluntary sector or local charities. For this module students can also propose their own placement, and this will be negotiated with the module coordinator. Students also undertake a final practical project (the form of which is chosen by themselves), in which there is a focus on the eventual real-world audience and how the project can be a vehicle for their future career pathways.

Peer teaching is enabled through the use of seminar presentations, postings of individual and group research processes on the Hub and/or PebblePad, and collaborative devising or workshop generation processes. Students are also encouraged to be enquiring, critical and innovative. Emphasis is placed on analytical, divergent ways of thinking. In addition to their own independent learning, students also initiate and lead individual tutorials/workshops with members of staff in relation to coursework or dissertation supervision.

Wherever possible, the programme team will adhere to QMU's Inclusive Learning and Teaching Policy in the delivery of programme content (https://www.qmu.ac.uk/media/3974/inclusive-learning-and-teaching.pdf). The majority of teaching material is uploaded to the HUB in advance of teaching sessions and students are able to request that they record lectures and seminars.

14. Assessment strategies

The assessment strategy for the programme has been informed by QMU's Graduate Attributes and aligns with the guidance provided by ASSaM SAB in regards to assessment loads on 20

credit modules. Specifically, this guidance indicates that standard assessment load for taught modules should adhere to:

- SCQF L7 – 1 or 2 assessments totalling the equivalent of 2000 words
- SCQF L8 – 1 or 2 assessments totalling the equivalent of 3000 words
- SCQF L9 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- SCQF L10 – 1 or 2 assessments totalling the equivalent of between 3000 and 4000 words
- No module should normally have more than two components of assessment.

A submission dates chart, published on the programme Hub area prior to the commencement of each academic year, outlines all the submission dates per Level of the programme, and allows staff to arrange assessment dates to ensure there is no overloading for students at any particular point. This chart is prepared in conjunction with the Theatre & Film PL to align with student's Film module submissions. Options are generally encouraged to have their main submissions in the same week as each other, to avoid disparity and to help avoid any clashes with core modules.

In addition to the summative assessments detailed above, students are also required to undertake a range of informal formative assessments. The assessments can vary from year to year but are all intended to provide students with the opportunity to 'test out' ideas and to gain practice in key skills such as critical thinking, presenting, and developing an argument. Feedback is primarily provided in class and can come from both tutors and peers. Indicative activities include:

- Class improvisation exercises;
- Reflective analysis of fieldwork projects;
- Shared Stages workshops (rehearsed readings of students' first drafts of play texts);
- Group presentations within seminars;
- Scratch performances.

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

There are a number of routes that a student can take through the programme, depending on whether they wish to focus on theory, practice, or a mix of both. Levels 3 and 4 are where this happens – whilst there are still core modules that they need to take the additional optionality available is wide and students, with guidance from the programme leader, can shape the programme to suit personal interests or career aspirations.

The named award follows a modular structure that operates across the institution and delivery of all modules follows the University's semester system. There are two semesters in an academic session, totalling 30 weeks. Teaching is delivered across 12 weeks and there are a number of weeks at the end of each semester without class contact. This time is set aside for independent study, examinations, for completion and marking of assignments.

The programme adheres to the SCQF guidelines that "one credit point represents the amount of learning achieved through a notional 10 hours of learning time which includes everything a learner has to do to achieve the outcomes in a qualification including the assessment procedures" (https://scqf.org.uk/the-framework/about-the-framework/). A 20-credit module, the credit norm for modules on this programme, is therefore expected to require a notional 200 hours of student effort. The exceptions are the two Level 4 core modules that are worth 40 credits and so require a notional 400 hours of student effort.

The Programme structure features foundational (core) modules that at Level 1 and 2 provide both a solid grounding in the various elements of the subject area and a preparation for a student's engagement with their elective choices at Levels 3 and 4. In level 3 and 4 students can tailor their programme depending on elective choices, industry based learning and dissertation topic.

The programme is delivered as a full time course over four years, although it is possible to study it part-time across six years where individual circumstances necessitates such an approach.

Standard Route – BA (Hons) Drama

Code	Title	Credit	Co-ordinator	Sem
Level One				
T1156	Play and Performance	20	John Dean	Sem 1
T1174	Introduction to the Study of Theatre and Performance	20	Kate Nelson	Sem 1
T1162	Introduction to Theatre Production	20	Sarah Paulley	Sem 1
T1154	Origins of Theatre	20	Ksenija Horvat	Sem 2
T1175	Analysing Texts and Performances	20	Kate Nelson	Sem 2
T1176	Performance Practices	20	Marion Scott	Sem 2
Level Two				
T2161	Theatre of Ideas and the Stage	20	Ksenija Horvat	Sem 1
T2184	Making Theatre	20	Kate Nelson	Sem 1
T2185	Contemporary Scottish Theatre in Context	20	Ksenija Horvat	Sem 1
T2175	British Theatre Since 1945	20	Andrew Henry	Sem 2
T2176	Practitioner Researchers	20	Bianca Mastrominico	Sem 2
T2186	Creative Writing for New Media	20	Irvine Allan	Sem 2
Level Three				
T3219	Devising Practices	20	Bianca Mastrominico	Sem 1
T3207 OR T3198	Current Debates in Performance Theory OR Arts Funding in its Policy Context	20	Andrew Henry OR Rachel Blanche	Sem 1
	Elective	20		Sem 1
T3199	Performance Project	20	Andrew Henry	Sem 2
I3196	Designing a Research Project	20	Lesley-Ann Dickson	Sem 2
	Elective	20		Sem 2
Level Four				
T4132	Honours Study	40	Ksenija Horvat	YL
T4176	Creative Practice and Enterprise	40	Bianca Mastrominico	YL
	Elective	20		Sem 1
	Elective	20		Sem 2

Part Time Route – BA (Hons) Drama

Year 1	Sem 1	Play and Performance (20 credits)	Introduction to the Study of Theatre and Performance (20 credits)
	Sem 2	Origins of Theatre (20 credits)	Analysing Texts and Performances (20 credits)
Year 2	Sem 1	Introduction to Theatre Production (20 credits)	Theatre of Ideas and the Stage (20 credits)
	Sem 2	Performance Practices (20 credits)	British Theatre Since 1945 (20 credits)
Year 3	Sem 1	Making Theatre (20 credits)	Contemporary Scottish Theatre in Context (20 credits)
	Sem 2	Practitioner Researchers (20 credits)	Creative Writing for New Media (20 credits)
Year 4	Sem 1	Devising Practices (20 credits)	Current Debates in Performance Theory OR Arts Funding in its Policy Context

			(20 credits)
	Sem 2	Performance Project (20 credits)	Designing a Research Project (20 credits)
Year 5	Sem 1	Creative Practice and Enterprise (40 credits)	Elective (20 credits)
	Sem 2		Elective (20 credits)
Year 6	Sem 1	Elective (20 credits)	Honours Study (40 credits)
	Sem 2	Elective (20 credits)	

The BA (Hons) Drama programme is open to accepting students with relevant HNDs into level 2. This typically means students who have studied HND Acting and Performance or HND Performing Arts courses. While there are other HNDs that are potentially relevant, these courses offer the closest approximation to the make-up of our degree. Even there, however, we have found that these students are placed at a significant disadvantage when they enter into level 3, and so we encourage HND students to apply for direct entry to level 2 so that we can ensure that they develop adequate critical and research skills to enable them to succeed at level 3. We are working to develop relationships with local FE colleges in order to formalize this pathway and encourage more DE students onto the degree.

For BA (Hons) Drama, there are several pathways that a student can take through the programme, depending on their interests. In Level 2, students can focus their practical studies within the Making Theatre module, by choosing either directing, acting, or technical theatre/scenography. In Levels 3 & 4, elective choices allow students to focus their studies within specialist areas (for example, aspiring writers might choose optional modules in Playwriting, Screenwriting, and Writing for Radio, whereas aspiring theatre directors might choose Directing for the Stage alongside Directing, Designing and Performing Shakespeare, and Directing, Designing and Performing Contemporary Plays, for example). Those wishing to go on to further study in a non-practice based programme are more likely to opt for a 100% written dissertation, whilst this module also offers practice research options for those wishing to develop the depth of their knowledge in specialist areas.

Below is the full list of modules that may be taken as an elective option on the BA (Hons) Drama programme. Availability will vary from year to year based on staff availability, workload, and timetabling constraints. Although opportunities for elective choice exist in both year 3 and year 4, other than where an elective is a core module on another degree programme, all of the elective modules have been written at SCQF Level 10. This means that, over the course of two years, students will have the greatest flexibility and opportunity to take those electives that are of greatest interest to them while ensuring that they will always have enough credits at SCQF Level 9 and above. Students will be advised during the Level 2-3 progression meeting (or at induction in the case of DE students) about the nature and content of the options, and will have an opportunity to hear more through short introductions by the Module Coordinators as well as being invited to contact them for further information. Programme structures (including option lists) will be posted on the programme Hub area for consultation, together with the same short 'blurb' that will be available to them once they are asked to make their online choices. Students will also be encouraged to discuss their option choices with their PATs, especially in relation to career/further study planning. A special session during induction week will allow DE students to discuss their choices with their PL or PAT.

Code	Title	Credit	Co-ordinator	Sem
T4167	Devised Physical Theatre	20	Bianca Mastrominico	Sem 1 or 2
T4165	Performance Art Practices	20	Bianca Mastrominico	Sem 1 or 2

T3219	Devising Practices*	20	Bianca Mastrominico	Sem 1
T4175	Theatre Laboratory Practices	20	Bianca Mastrominico	Sem 1 or 2
T4171	Site & Sound	20	Andy Henry	Sem 1 or 2
T4172	Site-Specific Performance	20	Andy Henry	Sem 1 or 2
T4173	Playwriting	20	Ksenija Horvat	Sem 1 or 2
T4174	Writing for Radio	20	Ksenija Horvat	Sem 1 or 2
T4178	Creative Learning and the Community	20	Irvine Allan	Sem 2
T4177	Drama in Education (Community Workshop Placement)	20	Irvine Allan	Sem 1
T4166	Producing for the Stage	20	Kate Nelson	Sem 1 or 2
T4168	Directing for the Stage	20	Kate Nelson	Sem 1 or 2
T4169	Directing, Designing and Performing Shakespeare	20	Kate Nelson	Sem 1 or 2
T4164	Directing, Designing and Performing Contemporary Plays	20	Kate Nelson	Sem 1 or 2
T4180	Decoding dress: The Cultural Significance of Costume	20	Polly Lister	Sem 1 or 2
T4181	Staging the 20th Century: How Scenography Built the Modern Imagination	20	Sarah Paulley	Sem 1 or 2
T4163	The Only Way is Ethics: Art, Participation and Ethics	20	Anthony Schrag	Sem 1 or 2
T4170	Advanced Theatre Production	20	Sarah Paulley	Sem 1 or 2
T3198	Arts Funding in its Policy Context	20	Rachel Blanche	Sem 1

** This module is Core, but has also been validated as an option in order to allow it to be accessible to the remaining Drama & Performance cohorts until 2021 (as a replacement for the existing Contemporary Performance 1 module). At that point it will be removed from the option pool*.

In addition, students will also be allowed to select certain electives from across the division, including:

Code	Title	Credit	Co-ordinator	Sem
I4162	Photography & Visual Culture	20	Mark Gillham	Sem 1 or 2
I4166	Screenwriting	20	Graham Drysdale	Sem 1 or 2
I4170	Student Initiated Module	20	Programme Leaders	Sem 1 or 2
I4200	Scotland on Screen	20	Robert Munro	Sem 1 or 2
I4172	Photography Practice	20	Mark Gillham	Sem 1 or 2
I4173	Storytelling in Convergent Media	20	Martin Zeller-Jacques	Sem 1 or 2
I4201	The American West in Popular Culture	20	Robert Munro	Sem 1 or 2
I4152	Film and the Family	20	Michael Stewart	Sem 2
I4202	Problematic: Criticism, Culture and Social Justice	20	Martin Zeller-Jacques	Sem 1 or 2
I4197	Experiential Learning Placement	20	Denny Collie	Sem 1 or 2

International Exchange Programme

In Level 3 students are able to study abroad for one semester. Successful applicants can choose whether this is in semester 1 or 2. To qualify for the selection process applicants must pass all their assessments first time. This is to assure exchange institutions that we will only send academically sound students and is part of the formal exchange agreement we have with partner institutions. Students do not have to pay fees at partner institutions. Students are responsible for paying for travel, insurance, accommodation and general living expenses themselves. There is currently a small (non-means tested) monthly EU grant available for students going to Sweden (under the ERASMUS/SOCRATES programme). Successful applicants must choose modules equivalent to Level 3 core modules for their degree programme at QMU, but may be free to choose other options in consultation with the QMU Exchange Tutor (pending availability at partner institutions). Due to incompatibilities in international marking systems, QMU recognises the common international exchange practice of recording student marks achieved abroad as a simple pass/fail on the QMU student information system. Students obtain 60 credits for passing

one semester on exchange, but the actual marks received will not affect the grade average contributing to a student's overall degree mark (and classification) at the end of Level 4 at QMU.

Subsidiary exit points

There are no specific programme requirements for the name of the award so the standard QMU awards apply:

- Cert HE 120 credit points of which a minimum of 100 are at SCQF level 7 or higher
- Dip HE 240 credit points of which a minimum of 100 are at SCQF level 8 or higher
- Degree 360 credit points of which a minimum of 100 are at SCQF level 9 or higher
- Honours Degree 480 credit points of which a minimum of 220 are at SCQF level 9 and 10, including at least 100 at level 10

Ten SCQF Credits are equivalent to five European Credits (ECTS) therefore 120 SCQF credits equal 60 ECTS.

- BA (Hons) Drama: Exiting on successful completion of Level 3, a student would leave with the award of BA Drama.

16. Criteria for admission

Standard entry requirements for BA (Hons) Drama

- Scottish Higher: Standard AABB, Minimum BBBB
- A Level: BBB
- Irish Leaving Certificate: H2 H3 H3 H3 H3
- International Baccalaureate: 30 points
- International: IELTS of 6.0 with no element lower than 5.5
- Required subjects: English and/ or Drama at Higher/ A Level preferred. English required and Maths preferred at Nat 5/ GCSE.
- Mature/Access: Related Access course — see www.qmu.ac.uk/college-qualifications .

Direct entry requirement for BA (Hons) Drama

- Direct Entry: Year Two
  - HNC/ HND: HNC/ HND in related subject with B/CB in the graded unit
  - Scottish Higher: BC at Advanced Higher in relevant subjects plus BB at Higher
  - A Level: BBB in relevant subjects

Non-standard entry

While the centralised admissions team will manage applications for standard entry, to ensure consistency of decision-making the programme leader or admissions officer will assess applications for non-standard entry. An interview with the applicant may be arranged in order to gather evidence. Entry would normally be based on the following criteria:

- Evidence of aptitude in written English, which is essential for ensuring applicants will be able to cope with the written assessments required.
- A personal statement demonstrating a realistic anticipation of the challenges presented by the degree and a sense of their potential to meet these.
- Experience of/enthusiasm for drama whether as an audience member or as a theatre-maker that is gauged within what was accessible to the candidate. In some parts of Scotland there is little youth theatre, offer of drama within secondary education and limited access to professional theatre performances.
- Qualifications demonstrating the ability to engage in sustained, systematic study even if this is not within the standard entry requirements (see below with regard to recognition of prior learning).

Applications for entry with general advanced standing (i.e. credit for previous study) are referred to the University's Recognition of Prior Learning Panel. Credit may also be given for prior experiential learning. Normally, credit given will be specific rather than general, i.e. on a subject for subject basis.

English language requirements

Applicants must be able to communicate in English to a standard that is equivalent to level 6.0 of the International English Language Testing System (IELTS) or equivalent, with no element below 5.5.

17. Support for students and their learning

QMU programmes normally provide the following student support:

- Personal Academic Tutors
- Personal Development Portfolios
- Student handbooks

- 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: http://www.qmu.ac.uk/quality/