



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) Performance |
| | Subsidiary exit awards | BA Performance (Level 9) |
| 5 | Programme Title | BA (Hons) Performance |
| 6 | UCAS code (or other coding system if relevant) | TBC |
| 7 | SCQF Level | 9–10 |
| 8 | Mode of delivery and duration | Full Time (2 Years) / Part Time (3 Years) |
| 9 | Date of validation/review | 16th May 2019 |

10. Educational Aims of the programme

This programme offers a new articulation route for students who have achieved an HND in Acting and Performance programmes in colleges - a route that generally attracts people from a wider demographic than through the school/Highers route.

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) Performance 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) Performance 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. explore and develop practice based skills in various key areas

4. understand how study of history and different genres and performance styles informs our contemporary practice
5. explore and engage with their own creative potential
6. develop their intellectual capabilities: analysis and interpretation, critical evaluation, selection and synthesis, reasoned argument, research and problem solving
7. 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
8. 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.

For BA (Hons) Performance, the programme adopts a blended learning approach with teaching and learning activities mostly falling into two broad categories, each best suited for particular types of activities: seminars and workshops, which comprise the majority of the hours of staff-student contact on the programme. In seminars students will participate in active debate on theories, concepts and ideas in this academic field; collaborate on problem solving; and engage in critical analysis of performance. Workshops are the primary form of student-staff contact for this programme, with students engaging in practical activities facilitated by the lecturer (or supervised by members of the staff team) either individually or in groups, as best befits explorative learning within this collaborative art form. The teaching team also recognises that student-to-student interaction can be a highly effective learning activity and use various forms of group work, problem-solving groups, case based learning and project production teams, to enable this. 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. Most modules on the BA (Hons) Performance are core, with one optional module in L3 and one in L4. This weighting towards core modules is a praxis shared with our BA (Hons) Acting for Stage and Screen programme, which operates successfully on the rationale that students have already selected the programme due to its focussed and practical nature. If greater optionality is desired, this would be available through our BA (Hons) Drama programme which students could articulate into at Level 2.

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)

Standard Route – BA (Hons) Performance

| Code | Title | Credit | Co-ordinator | Sem |
|--------------------|--|--------|---------------------|-------|
| Level Three | | | | |
| T2185 | Contemporary Scottish Theatre in Context | 20 | Ksenija Horvat | Sem 1 |
| T3219 | Devising Practices | 20 | Bianca Mastrominico | Sem 1 |
| T4177 | Drama in Education | 20 | Irvine Allan | Sem 1 |
| T3199 | Performance Project | 20 | Andrew Henry | Sem 2 |
| I3196 | Designing a Research Project | 20 | Lesley-Ann Dickson | Sem 2 |
| | Optional module | 20 | | Sem 2 |
| Level Four | | | | |
| | Optional module | 20 | | Sem 1 |
| T4176 | Creative Practice & Enterprise | 40 | Bianca Mastrominico | YL |
| T4132 | Honours Study | 40 | Ksenija Horvat | YL |
| T4178 | Creative Learning and the Community | 20 | Irvine Allan | Sem 2 |

Part Time Route – BA (Hons) Performance

| | | | |
|--------|-------|-------------------------------------|--|
| Year 1 | Sem 1 | Devising Practices (20 credits) | Contemporary Scottish Theatre in Context (20 credits) |
| | Sem 2 | Performance Project (20 credits) | Optional Module (20 credits) |
| | | | |

| | | | |
|--------|-------|--|---|
| Year 2 | Sem 1 | Drama in Education (Community Workshop Placement) (20 credits) | Creative Practice and Enterprise (40 credits) |
| | Sem 2 | Designing a Research Project (20 credits) | |
| Year 3 | Sem 1 | Optional Module (20 credits) | Honours Study (40 credits) |
| | Sem 2 | Creative Learning and the Community (20 credits) | |

For BA (Hons) Performance, a selective range of options is available, tailored to provide a practical focus that would best suit the aspirations and performance-focused background of the students. BA (Hons) Performance students may choose from the following options:

| Code | Title | Credit | Co-ordinator | Sem |
|-------|--|--------|---------------------|------------|
| T4173 | Playwriting | 20 | Ksenija Horvat | Sem 1 or 2 |
| T4172 | Site-Specific Performance | 20 | Andy Henry | Sem 1 or 2 |
| T4171 | Site & Sound | 20 | Andy Henry | Sem 1 or 2 |
| I4197 | Experiential Learning Placement | 20 | Denny Collie | Sem 1 or 2 |
| T4167 | Devised Physical Theatre | 20 | Bianca Mastrominico | Sem 1 or 2 |
| T4165 | Performance Art Practices | 20 | Bianca Mastrominico | Sem 1 or 2 |
| T4175 | Theatre Laboratory Practices | 20 | Bianca Mastrominico | 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 2 |
| I4170 | Student Initiated Module | 20 | Programme Leaders | Sem 1 or 2 |

International Exchange Programme

In Level 3 students are able to study abroad for one semester (Semester 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:

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

16. Criteria for admission

Standard entry requirements for BA (Hons) Performance

- HND in Acting and Performance OR Musical Theatre OR Performing Arts with B/CB in the graded unit
- Successful completion of year one and two of a undergraduate performing arts degree in a relevant subject area

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/>