

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

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

writing. The progression of these modules results in graduates fulfilling FQHEIS level 10  
*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-*

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 engage in advanced technical and professional activity while encouraging students to accept accountability for related decision making. These practices based modules align with *A comprehensive knowledge and familiarity with essential and*

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 *their own learning needs both in current and in new areas, making use of research, development*

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

### 13. Teaching and learning methods and strategies

#### Overview

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 expression.



**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%)<br>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%)<br>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.