



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 the role of theatre in society and the cultural and political context of drama

- 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

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

Sem 2

(20 credits)



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



## 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](http://www.qmu.ac.uk/college-qualifications) .

### Direct entry requirement for BA (Hons) Drama

- Direct Entry: Year Two
  - o HNC/ HND: HNC/ HND in related subject with B/CB in the graded unit
  - o Scottish Higher: BC at Advanced Higher in relevant subjects plus BB at Higher
  - o 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 genDBT/F1 11.04 Tf1 inimcrtertQq0(

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/>