

<b>1</b>	<b>Awarding Institution</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	Queen Margaret University
<b>3</b>	<b>Professional body accreditation</b>	N/A
<b>4</b>	<b>Final Award</b>	BA (Hons) Theatre and Film
	<b>Subsidiary exit awards</b>	Cert HE (Level 7) Dip HE (Level 8) BA Theatre and Film (Level 9)
<b>5</b>	<b>Programme Title</b>	BA (Hons) Theatre and Film
<b>6</b>	<b>UCAS code</b> (or other coding system if relevant)	WW46
<b>7</b>	<b>SCQF Level</b>	7 - 10
<b>8</b>	<b>Mode of delivery and duration</b>	Full Time (4 Years) / Part Time (6 Years)
<b>9</b>	<b>Date of validation/review</b>	16th May 2019

#### **10. Educational Aims of the programme**

This award is aimed at students with an interest in both the film and the theatre sectors and seeks to enhance both their theoretical and practical skills in these areas such that they can employ the techniques from each discipline – an approach of growing importance in sectors that increasingly overlap and which employ contributions from both disciplines in order to enhance the quality of artistic output and depth of audience experience.

Overall, the programme aims to provide a sound, broad-based, liberal arts education, providing

are confident, responsible, autonomous and critically reflective lifelong learners.

### **Programme Specific Aims for the BA (Hons) Theatre & Film**

In addition to the above aims, the BA (Hons) Theatre & Film 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 both Theatre & Film as discrete subject areas.

The BA (Hons) Theatre & Film programme will enable students to:

- (1) develop an informed, critical and creative approach to understanding theatre & film, texts, audiences and industries, in contemporary society;



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

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.

### ***Teaching philosophy***

As a course which prides itself on combining two complementary disciplines in a pragmatic and engaging fashion, the BA (Hons) Theatre & Film provides students with exposure to a broad range of learning activities and challenges with the aim of fostering independent critical thinking and self-directed learning. The programme's innate breadth provides students with a set of resources on which to build a lifelong approach to learning.

Our lectures aim to introduce students to ideas and pose problems and provocations that can then be explored further in seminars and workshops, where tutors offer formative feedback and guidance as students develop their critical skills. Our assessments encourage students to practice a variety of different ways of organising and presenting ideas and arguments, and to learn to work both independently and as a member of a team. This approach also holds for our practical modules, where students are given the space to explore the equipment and skills introduced to them in taught sessions in close coordination with teaching staff who advise and guide them as they learn. Ultimately, the teaching on the programme is designed to produce independent learners who engage critically with the world around them and to generate and communicate new ideas, whether through academic or creative practice.

The Theatre & Film programme teams' Teaching and Learning Approach (TLA) is summarised by educationist Ralph Tyler's statement that: 'learning takes place through the active behaviour of the student: it is what he [sic] does that he learns, not what the teacher does' (Tyler, 1949, p. 63). The programme team's main task is to ensure that students engage in those learning activities most likely to result in them achieving the learning outcomes of the programme. Students are expected to increasingly take responsibility for their own learning as they progress through the programme, employing and further developing the learning skills which they will acquire in their first two years of study. The programmes' TLA is therefore designed to produce graduates who are:

- Critical thinkers capable of analysis and evaluation of ideas and information;
- Effective communicators in verbal, written, electronic and audio-visual formats;
- Investigative learners who use a range of print, electronic and original sources;
- Active participants in group discussion (face to face and/or through technology mediated communication) and learning;
- Proactive researchers who seek innovative approaches to investigating topical issues;
- Independent learners who, supported by the Programme team, take responsibility for their own learning.

The programme employs the constructivist theory of learning that the lecturer does not transmit knowledge. It is, rather, created by the student through their learning activities. Learning results in a

Teaching in such a way as to encourage an active response from students (by questioning and facilitating rather than expounding);

Assessing for learning outcomes rather than factual content;

Tutor led discussion and questioning in seminars  
Student-led breakout group discussion in seminars  
Verbal feedback on work in progress (especially in performance and production modules)  
Formal presentations or written exercises with written formative feedback  
Feedback in workshops or seminars when groups are applying theory discussed in lectures to real-world texts or practices  
Meetings with staff to discuss dissertation topics in advance of a proposal being submitted in the research methods module in third year

## **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, theatre production or filmmaking. 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.

### **Modular structure**

The named award follows a modular structure that operates across the institution and delivery of all modules follows the University's semes

## Programme Routes

Below are the main routes through the programme. All of the named modules are core to the specific route. Where there is a slot for an elective, students will be able to make a choice from the range of elective modules detailed in the Choice and Optionality section below.

### Standard Full-Time Route BA (Hons) Theatre & Film

Code	Title	Credit	Co-ordinator	Sem
<b>Year One</b>				
I1172	Media Production: Skills and Techniques	20	Mark Gillham	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
I1176	Studying Cinema	20	Michael Stewart	Sem 2
T1154	Origins of Theatre			





I4198	Radio and Audio Media	20	Mark Percival	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
I4174	Television Drama	20	Jill Marshall	Sem 1 or 2
I4201	The American West in Popular Culture	20	Robert Munro	

## **Eligibility for Awards**

There are no s

making in such cases. 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

training in academic skills from the Effective Learning Service;  
English language classes for students whose first language is not English;  
support for international students from the International Office;  
a range of services to aid direct entrants, including a dedicated induction week and peer mentoring;  
support provided by the Library Helpdesk and liaison librarians;  
welfare and representation from the Students' Union;  
an on-site Business Gateway.

### ***Longitudinal Induction***

Over the last seven years we have developed a very positive relationship with the National Museum Scotland, where we run an Induction ice-breaker exercise during induction week for all MCPA performing arts students, which successively develops into a small and informal creative project once students are back on campus. This provides the basis for discussing principles of collaboration, and principles from this work are developed further within modules. Further Level 1 longitudinal induction work includes embedding study skills and academic writing support into Introduction to the Study of Theatre and Performance, group work and presentation skills into Origins of Theatre, and film/documentation of practice skills into L2 Creative Writing for New Media. LRC skills are built into Levels 1-3 of the Drama programme, with specific sessions led by our Liaison Librarian embedded into a number of modules.

### ***Extra-curricular and social activities***

The team are aware of the role of extra-curricular and social activities in helping to build a supportive student cohort and develop additional graduate skills. The students Union provides a number of societies, many of them started and led by current theatre, film and drama students, which provide students with social, creative and professional opportunities. The Production Society provides students with further opportunities to create an-4(he)14(04 r)-4(h )-24(f)-14(u)13(r)-3(t)-4(he)14(r)7( )-36(op)3(po)3(r)7(t)-4(5

The MCPA Undergraduate Programme Committee meets once per semester after the SSCC has met. Issues raised by students at the SSCC feed into the MCPA Undergraduate Programme Committee.

On-going liaison. Student reps may raise an issue on behalf of their class at any time.

The University (in partnership with the Students' Union) provides training for class representatives to help them to fulfil their role effectively.

Students are also invited to complete module evaluations at the end of each semester. The data from