



Queen Margaret University

EDINBURGH

# Programme Specification

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

<b>1</b>	<b>Awarding Institution –</b>	Queen Margaret University
<b>2</b>	<b>Teaching Institution</b>	New College Lanarkshire
<b>3</b>	<b>Professional body accreditation</b>	N/A
<b>4</b>	<b>Final Award</b>	BA
	<b>Subsidiary exit awards</b>	N/A
<b>5</b>	<b>Programme Titles</b>	Musical Theatre Acting
<b>6</b>	<b>UCAS code (or other coding system if relevant)</b>	N/A
<b>7</b>	<b>SCQF Level</b>	9
<b>8</b>	<b>Mode of delivery and duration</b>	FT, 1 Year
<b>9</b>	<b>Date of validation/review</b>	2018/2021

## 10. Educational Aims of the programme(s)

The BA Acting and BA Musical Theatre courses are aimed at performers of outstanding potential and as a progression route for Higher National Diploma students to degree level study.

Specifically, the programmes aim to:

1. Further develop in students the practical skills and techniques required of the professional actor/musical theatre performer.
2. Promote reflection on the nature and potential of performance as an art form.
3. Refine, develop and effectively apply knowledge of the professional practices of the professional performer and the theatre industry in general.
4. Help students to develop a range of intellectual skills based on an understanding of acting and performance including an ability to theorise, analyse, criticise, evaluate and reflect on a range of issues relevant to the subject.
5. Develop a range of general transferable skills, to facilitate access to a broad range of educational and employment opportunities after graduation.
6. Prepare students to transition to careers in performance or to postgraduate study.
7. Provide a supportive environment for students and staff that encourages independent thinking, creative risk-taking, and freedom of artistic expression.

## **11. Benchmark statements/professional and statutory body requirements covered by the programme(s)**

The design of these programmes has taken full cognisance of the QAA Subject Benchmark Statement: Dance, Drama and Performance (July 2015).

## **12. Learning Outcomes of the Programme(s)**

### **Knowledge and Understanding**

*On successful completion of these programmes students should be able to:*

1. Evidence a developed understanding of the processes by which theatre performance can be created, realised and managed.
2. Apply appropriate understanding of the knowledge and understanding (concepts, key ideas, theories) that underpin their discipline
3. Demonstrate insight into a diversity of artistic fields and experience of what is required to succeed in their individual arts practice.
4. Demonstrate the ability to consolidate, extend and apply their knowledge and understanding of performance, theatre skills and techniques in the production and initiation of artistic work, and the ability to employ this knowledge to make discriminating decisions in their own practice.

### **Intellectual Skills**

*On successful completion of these programmes students should be able to:*

1. Demonstrate critical, analytical and methodological skills suitable for lifelong learning and the world of work and employment.
2. Utilise appropriate critical and analytical skills to demonstrate understanding of their own and other's artistic practices.
3. Engage effectively in current cultural debate and apply theories and concepts from the discourse of acting or musical theatre studies to the creation and performance of theatre.
4. Apply reflective and intellectual thinking processes to their own knowledge and practice.
5. Synthesise the interconnections between theory and practice and apply these in their personal and professional development.
6. Operate from a reflexive, independent and critical approach towards the study of performance and the production process.

### **Practical Skills**

*On successful completion of these programmes students should be able to:*

1. Demonstrate the ability to apply and connect methods of practice with appropriate creative and cognitive skills.

2. Generate, explore, select, refine, rehearse and perform for specific purposes.
3. Demonstrate advanced technical skills.
4. Evidence a sound knowledge of appropriate strategies for effective engagement with the professional world.

### **Transferable Skills**

*On successful completion of these programmes students should be able to:*

1. Communicate effectively and fluently, both orally and in writing, demonstrating understanding of scholarly conventions.
2. Exercise initiative and personal responsibility in the self-management of goals and tasks, this will include meeting deadlines, setting priorities, working independently, and time management.
3. Collaborate with others and contribute effectively to the achievement of collectively agreed common goals.
4. Utilise information retrieval skills; gathering, sifting, synthesising and making use of materials for specific purposes.
5. Reflect in and on their own knowledge, practice and skills and use processes of review, planning and evaluation in relation to personal and professional development planning.

### **13. Teaching and learning methods and strategies**

The learning, teaching and assessment methods for these programmes reflect New College Lanarkshire's strategic aims to provide lifelong learning opportunities to promote employability, develop personal and employment skills and encourage achievement and progression.

Consideration is given to both the diverse backgrounds and learning needs of the students progressing from HND courses and acknowledges the intensive nature of the degree year. The increasing degree of specialisation as the student progresses ensures a level of expertise in the subject area that builds confidence and critical awareness. By the end of their programme of study, students should feel secure in their knowledge, understanding and skills, enabling them to approach the world of employment with self-assurance and a realistic sense of their own ability. The courses are highly practical, based on the application of theory, and vocational in purpose. Their structure and content are designed to allow students to develop their full range of abilities and to pursue their aspirations to a high level in a multi-disciplinary context, vital for a sustainable career in performing arts.

The programmes incorporates a teaching style that empowers and includes the students, taking into consideration their previous experience on Higher National Diplomas and ensuring that such students are not alienated by classroom-based learning that focuses on theory abstracted from practice. Rather, theory is embedded within each of the four modules and students engage with it through practical application and structured reflection. Experiential learning is the key principle of study with a clear emphasis on practical workshops and performance opportunities, supported by a personal tutorial.

### **14. Assessment strategies**

A wide variety of formative and summative assessments are used across both programmes. This is in line with the programmes' commitment to the principal that a broad variety of assessment enables a diverse student intake to succeed as well as reflecting the variety of knowledge and skills needing to be assessed.

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

The following table describes the programme structure including reference to the SQA HND Musical Theatre/Acting & Performance qualifications (shaded), which are effectively the first two years of the programme. All modules are compulsory.

#### BA Musical Theatre

Semester	Academic Week	Modules/Alternative Qualification	Assessment
1 & 2	1-36	<ul style="list-style-type: none"> <li>HNC Musical Theatre (15 HN Credits)</li> </ul>	N/A
3 & 4	1-36	<ul style="list-style-type: none"> <li>HND Musical Theatre (15 HN Credits)</li> </ul>	N/A
5	1-12	<ul style="list-style-type: none"> <li>Advanced Performance Technique for Musical Theatre (40 Credits)</li> </ul>	Tutor-led continuous evaluation (70%) Essay (3000 words) (30%)
5/6	13 - 25	<ul style="list-style-type: none"> <li>Repertoire and Audition Technique (20 Credits)</li> <li>Showcase (20 Credits)</li> </ul>	Tutor-led continuous evaluation (70%) Essay (1500 words) (30%)  Showcase performance (50%) Portfolio (50%)
6	26 – 38	<ul style="list-style-type: none"> <li>Performance Project (40 Credits)</li> </ul>	Tutor-led continuous evaluation (70%) Essay (3000 words) (30%)

#### BA Acting

Semester	Academic Week	Modules/Alternative Qualification	Assessment
1 & 2	1-36	<ul style="list-style-type: none"> <li>HNC Acting &amp; Performance (15 HN Credits)</li> </ul>	N/A
3 & 4	1-36	<ul style="list-style-type: none"> <li>HND Acting &amp; Performance (15 HN Credits)</li> </ul>	N/A
5	1-12	<ul style="list-style-type: none"> <li>Advanced Acting Skills (40 Credits)</li> </ul>	Tutor-led continuous evaluation (70%)

			Essay (3000 words) (30%)
<b>5/6</b>	13 - 25	<ul style="list-style-type: none"> <li>• Repertoire and Audition Technique (20 Credits)</li> <li>• Showcase (20 Credits)</li> </ul>	Tutor-led continuous evaluation (70%) Essay (1500 words) (30%)  Showcase performance (50%) Portfolio (50%)
<b>6</b>	26 – 38	<ul style="list-style-type: none"> <li>• Performance Project (40 Credits)</li> </ul>	Tutor-led continuous evaluation (70%) Essay (3000 words) (30%)

The courses are structured as an intensive one-year 'top-up' programme to follow on from an HND undertaken at New College Lanarkshire or any other FE institution.

## 16. Criteria for admission

### Recruitment Policies and Procedures

Admission to the BA Musical Theatre and BA Acting programmes is provided on the basis that there must be a reasonable expectation that the student will be able to attain the award for which they have registered. 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.

Applications for the course are managed by the admissions team at New College Lanarkshire. The College's standard admissions procedures apply and the process adheres to the College's admission policy (see appendix 6). Applications are made online here: <https://apply.nclanarkshire.ac.uk/website/ncladmissions/>.

### Entry requirements

Typically an HND in Acting & Performance or Musical Theatre, Foundation Degree or completion of SCQF level 8 in an appropriate subject. A performance audition will be required for entry onto these programmes. Other qualifications and/or experience will be considered on an individual basis. As this programme will be delivered at New College Lanarkshire, where no Tier 4 license is currently in place, applications from international students will not be considered. Entrance procedures will include an audition consisting of prepared and unprepared elements. The audition panel will consist of staff from New College Lanarkshire.

## 17. Support for students and their learning

The programme team prides itself on being approachable and attentive to all our students. This ethos blends well with the range of structured student support available, which includes:

- Guidance tutors
- Student handbooks
- Structured induction process (delivered between NCL & QMU)
- Access to Learning Support and Additional Learning Support
- Access to Student Adviser

f. Representation through Student-Staff Consultative Committees

## **18. Quality Assurance arrangements**

Whilst this programme will be delivered at New College Lanarkshire, it is governed by the standard quality assurance procedures of the University, as set out in detail on the University website: <https://www.qmu.ac.uk/about-the-university/quality/>

In addition, the Programme Leader is required to write a programme monitoring report every year. This report is enhancement led and reflective, asking programme leaders to comment on the success of the programme and identify any examples of good practice. The report includes an annual action plan and an update on progress against the previous year's action plan.

Additional mechanisms are in place within New College Lanarkshire for capturing student feedback. There are three key surveys throughout each academic year:

- Initial on-course review
- 'How are we doing' survey
- End of session survey

The results of these surveys are analysed by the faculty management team and an action plan is put in place to address issues. The action plan is shared with the Students association, with feedback for students published internally based on the actions taken.

There is a signed Memorandum of Agreement setting out respective responsibilities and entitlements of both partners.