![Queen Margaret University Edinburgh logo]

Programme Specification

1	**Awarding Institution**	Queen Margaret University
2	**Teaching Institution**	Queen Margaret University
3	**Professional body accreditation**	N/A
4	**Final Award**	BA (Hons) Theatre and Film
	Subsidiary exit awards	Cert HE (Level 7)
		Dip HE (Level 8)
		BA Theatre and Film (Level 9)
5	**Programme Title**	BA (Hons) Theatre and Film
6	**UCAS code** (or other coding system if relevant)	WW46
7	**SCQF Level**	7 - 10
8	**Mode of delivery and duration**	Full Time (4 Years) / Part Time (6 Years)
9	**Date of validation/review**	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 students with a wide range of transferable skills that they can take on into employment in many different fields, together with specialised knowledge of theatre & film which can then become the basis of further training and employment within the entertainment, creative and cultural industries.

Undergraduate programmes at QMU will 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.

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;
- (2) have an informed, critical and creative approach to the study of theatre, film and media genres, texts, histories, and performances;
- (3) develop intellectual capabilities in analysis, interpretation and evaluation of all aspects of theatre and film processes and output;
- (4) have the capability to explore and engage with their own creative potential through theatre and film production practices;
- (5) acquire both general and specialised skills in the practice of theatre and film production

In addition to the above, BA (Hons) Theatre & Film will enable students to:

- (6) have a range of generic transferable attributes enabling them to 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;
- (7) appraise employment and career options appropriate to the performing arts such as, freelancing, self-employment, partnerships, cooperatives, social enterprises, intrapreneurship and entrepreneurship.

11. **Benchmark statements/professional and statutory body requirements covered by the programme**

    N/A

12. **Learning Outcomes of the Programme**
The degree 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   key theoretical approaches to study of film and theatre texts and audiences
    A2   theories of authorship, form, adaptation and performance applied to film and theatre
    A3   the processes and conventions of audio, visual and verbal communication through which sounds, images and words make meaning
    A4   theories of narrative, meaning representation, narrative analysis of texts, analysis of media representations
    A5   the cultural context of cinema and theatre
    A6   key production processes and professional practices relevant to the creative industries, and understand ways of conceptualising creativity and authorship
    A7   specific aspects of film production, consumption and genre narrative related to films produced in different parts of the world
    A8   theatre conventions and norms of performance

A9   key historical developments in film and theatre
A10   the history and aesthetics of national, European and world cinema
A11   the historical and cultural context of theatre text, production and audiences

Intellectual (thinking) skills in order for students to…

B1   analyse forms of communication through film and performance as they have emerged historically and appreciate the processes through which they have come into being
B2   critically examine and evaluate such forms with reference to the social and cultural contexts of contemporary society
B3   critically explore and engage with their own creative potential through the production of theatre and film content
B4   apply substantive and detailed knowledge and understanding in one or more specialist areas in film or theatre and put this critical engagement to productive use.
B5   formulate appropriate research questions and employ and evaluate appropriate research methods

Professional and practical skills to enable students to …

C1   produce original work which demonstrates competence in operational aspects of theatre and film production and associated professional practices
C2   develop in-depth expertise in at least one specialist area of study within theatre or film
C3   apply theatre and film vocabularies, techniques, crafts, structures and working methods
C4   work creatively and professionally within a group to create and disseminate a performance, text, project, film or event
C5   produce work that is informed by, and contextualised within, relevant theoretical issues and debates
C6   manage time, personnel and resources effectively, by drawing on planning and organisational skills
C7   engage with the nature and diversity of the opportunities within the world of work.

Transferable skills that enable students to …

D1   operate independently both academically and practically
D2   synthesise ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms
D3   organise and manage supervised, self-directed projects
D4   communicate effectively and professionally in inter-personal settings, in writing and in a variety of media
D5   work productively and reflectively in a group or team situations, showing abilities at different times to listen, contribute and lead effectively
D6   utilise a range of IT skills from basic competences such as data retrieval and word-processing to more complex specialised skills such as film editing software.

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 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. Methods used include lectures, tutorials, discussions, field trips, reflective opportunities, case studies, problem-based learning and master-classes. This variety of approach, coupled with an emphasis on

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 conceptual change, a high cognitive level activity, rather than the acquisition of content or facts. While this requires students to acquire the relevant knowledge base, it is the application and evaluation of that knowledge that should be the focus of their learning activity. Following Biggs (2003) some of the ways in which the programme facilitates and encourages this kind of 'deep approach' to learning are by:

- Making programme learning outcomes explicit to students;
- Emphasising depth of learning rather than breadth of coverage;
- Ensuring module learning outcomes are aligned with the appropriate SCQF level;

- 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;
- Ensuring the climate of teaching and learning both facilitates and motivates student learning (understood in terms of both the relationship between students and lecturers and the physical environment in which learning takes place).

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 regard 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.

The programme uses a mixture of formative and summative assessments on modules. These include some examinations at Level 1 &2 but are largely assessed through a variety of forms of coursework, including:

- Academic Essay
- Presentation
- Research Report
- Electronic Posting
- Case Study
- Practical or creative product (in appropriate medium)
- Reflective report
- Web-Portfolio
- Dissertation

These forms of assessment have been chosen to maximise students' high cognitive level activity. Most are the result of individual effort, but some take the form of group work. When exams are used, care is taken to ensure they are designed in such a way as to minimise the possibility of students' merely reproducing their knowledge base of factual content, instead producing work that is, like the coursework, reflective, relational and analytic.

All assignment specifications are peer reviewed by the programme team and all level 3 & 4 assessment specifications are forwarded to the external examiner for information and comment before distribution to students.

To support the student in managing their time across the semester, the submission dates of assignments are staggered to avoid them being overloaded with coursework at any point in the year. Prior to the semester starting staff submit proposed submission dates for modules via the school office, to an assessment tracker. Programme Leaders review this and can work with module coordinators to amend dates if there are any pinch points.

Formative assessment

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:

- 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 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 *Dissertation* that is worth 40 credits and so requires 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 an approach.

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
Year One				
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	20	Ksenija Horvat	Sem 2
I1174	Media Production: Video Project	20	Walid Salhab	Sem 2
Year Two				
I2174	Media Production: Storytelling	20	Graham Drysdale	Sem 1
T2185	Contemporary Scottish Theatre in Context	20	Ksenija Horvat	Sem 1
I2145	Film Genre	20	Michael Stewart	Sem 1
I2177	Client Project	20	Denny Collie	Sem 2
T2175	British Theatre since 1945	20	Andrew Henry	Sem 2
T2186	Creative Writing for New Media	20	Irvine Allan	Sem 2
Year Three				
T3207	Current Debates in Performance Theory	20	Andrew Henry	Sem 1
T3198	Arts Funding in its Policy Context	20	Rachel Blanche	Sem 1
	Elective Module	20		Sem 1
I3196	Designing a Research Project	20	Lesley Dickson	Sem 2
I3199	Global Film Cultures	20	Michael Stewart	Sem 2
	Elective Module	20		Sem 2
Year Four				
I4171	Modernity on Screen	20	Jill Marshall	Sem 1
I4187 I4191 T4132 I4188 I4182 I4192	Honours Dissertation Options, select from: Written Dissertation (Film) Video Dissertation Honours Study (Theatre) Photography Screenwriting Group Video	40	Mark Percival Walid Salhab Ksenija Horvat Mark Gillham Graham Drysdale Walid Salhab	Sem 1 & 2
	Elective Module	20		Sem 1
T4179	Creative Enterprise in the Performing Arts	20	Denny Collie	Sem 2
	Elective Module	20		Sem 2

Choice and optionality

Below is a full list of modules that may be taken as an elective option on this programme. Availability will vary from year to year based on staff availability, workload, and timetabling constraints. Although opportunities for elective choice exist in both year 3 & 4, other than where an elective is a core module on another degree programme, all of the elective modules have been written at SCQF Level 10. This means that, over the course of two years, students will have the greatest flexibility and opportunity to take those electives that are of greatest interest to them while ensuring they always have enough credits at SCQF Level 9 and above.

The flexibility accorded by a wide range of elective choices allows students significant control over the customisation of their degree, while retaining a solid spine of core modules.

In the second semester of each year the Programme Leader holds a series of progression briefings with students. Module tutors are also invited to attend and introduce their electives. These meetings

cover the structure and content of the next year, course regulations around progression to the next level, reassessment and key dates for the Board of Examiners meeting to confirm grades, results being released, electives selection window opening and online matriculation. Information about the content of electives is uploaded to the student portal and made available to students in advance of them selecting an elective.

Electives from the Drama Programme

Code	Title	Credit	Co-ordinator	Semester
T4165	Performance Art Practices (by application only)	20	Bianca Mastrominico	Sem 1 or 2
T4171	Site & Sound	20	Andy Henry	Sem 1 or 2
T4173	Playwriting	20	Ksenija Horvat	Sem 1 or 2
T4174	Writing for Radio	20	Ksenija Horvat	Sem 1 or 2
T4178	Creative Learning and the Community	20	Irvine Allan	Sem 2
T4177	Drama in Education (Community Workshop Placement)	20	Irvine Allan	Sem 1 or 2
T4166	Producing for the Stage	20	Kate Nelson	Sem 1 or 2
T4168	Directing for the Stage	20	Kate Nelson	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 1 or 2
T4180	Decoding dress: The Cultural Significance of Costume	20	Polly Lister	Sem 1 or 2
T4181	Staging the 20th Century: How Scenography Built the Modern Imagination	20	Sarah Paulley	Sem 1 or 2
T4163	The Only Way is Ethics: Art, Participation and Ethics	20	Anthony Schrag	Sem 1 or 2
T4170	Advanced Theatre Production	20	Sarah Paulley	Sem 1 or 2

Electives from the Film and Media Programme

Code	Title	Credit	Co-ordinator	Semester
I4197	Experiential Learning Placement	20	Denny Collie	Sem 1 or 2
I4162	Photography & Visual Culture	20	Mark Gillham	Sem 1 or 2
I4166	Screenwriting	20	Graham Drysdale	Sem 1 or 2
I4204	The Video Essay	20	Robert Munro	Sem 1 or 2
I3171	Video Production	20	Walid Salhab	Sem 1 or 2
I4170	Student Initiated Module	20	Dominic Hinde	Sem 1 or 2
I4196	Food Film and Media	20	Martin Zeller-Jacques	Sem 1 or 2
I4202	Problematic: Criticism, Culture and Social Justice	20	Martin Zeller-Jacques	Sem 1 or 2
I4203	Science Fiction, Fantasy and Horror	20	Jill Marshall	Sem 1 or 2
I4200	Scotland on Screen	20	Robert Munro	Sem 1 or 2
I4106	Popular Music	20	Mark Percival	Sem 1 or 2
I4152	Film and the Family	20	Michael Stewart	Sem 1 or 2

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	Sem 1 or 2
I4184	Film Festivals	20	Lesley Dickson	Sem 1 or 2

HNC and HND articulation

The BA (Hons) Theatre & Film is open to accepting students with relevant HNC/Ds as direct entrants and we would expect the BA (Hons) Theatre & Film to accept between 4 and 8 direct entry students each year. However, as our Theatre & Film programme is a combination of two disciplines, there are no HNC/Ds that directly cover both of these elements. As such, direct entrants will usually apply for the programme when they have an appropriate HND/C in one or other of the film or theatre areas. The programme leader will then review the application to ensure that there is sufficient background in the other discipline to allow the student to progress on the course. For this reason, direct entrants are usually accepted into Level 2 irrespective of whether they hold and HNC or HND so that so we can ensure they round out their knowledge and understanding of the other half of the programme content so that they are best placed to succeed at Level 3 and 4. Should applicants with HNDs wish to secure 'true' articulation then this can be facilitated through dedicated routes in the BA (Hons) Performance and BA (Hons) Media and Communications.
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The university supports Direct Entry students in a number of ways including:

- **QMAdvance**: a three-day programme which supports students coming back to study after a break
- **QMConnect:** a mentoring programme available to Direct Entry students matching them with trained student mentors
- **Direct Entry standard induction week** to help students transition from college to QMU. The programme of activities aims to help students orient themselves with introductions from the Learning Resource Centre, Effective Learning Service and School Office. There is a student helper who buddies the students all week. For our subject area we employ third or fourth year students who themselves joined as direct entry students. The programme leader leads a number of sessions firstly explaining the structure and content of the programme, helping students matriculate and select electives where appropriate. There are then more generic sessions on study skills, referencing, presentations, LRC, using Hub and the timetable.
- **Direct Entrant additional induction week activities**. As mentioned earlier, during the induction week along with the Level 1 Drama and Theatre & Film students all Direct Entrants take part in a full day of activities at the National Museum Scotland, culminating in short group performances presented the next morning in the QMU Studio Theatre. This is an ice-breaking activity for new students and a way of meeting and mixing with a wide range of fellow students in a fun and engaging manner. In addition, the plan is to add a film screening (hosted by students from the QMU Film Club with the assistance of programme staff) at the end of one of the induction days and to make this more of a social occasion rather than an academic exercise.
- **Personal Academic Tutor system** - all Direct Entry students have their Programme Leader as a Personal Academic Tutor (PAT) providing a single point of contact which is especially useful when these students are getting used to QMU's way of doing things.
- **Longitudinal Induction** – Based on the principles of just–in-time delivery the teaching team, LRC staff, the Effective Learning Service and Employability team in student services all provide workshops and support to students at various points across the academic year. Examples include workshops on searching for literature, academic essay writing and referencing in mid semester 1 before first assessments are due, using PebblePad to create e-portfolios, exam preparation, reflective writing, preparing CVs and covering letters in advance of sourcing a placement.

Eligibility for Awards

There are no specific programme requirements for the name of the award so the standard QMU awards apply:

- Cert HE 120 credit points of which a minimum of 100 are at SCQF level 7 or higher

- Dip HE 240 credit points of which a minimum of 100 are at SCQF level 8 or higher

- 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.

16. Criteria for admission

The University is committed to equality of opportunity. We seek to promote diversity amongst our students, staff and applicants. We recognise the particular contributions that are made by individuals from a wide range of backgrounds and experiences, to the achievement of our vision and strategic objectives. We aim to promote entry to a diverse range of students, whatever their background. The University seeks to provide access to its courses from as wide a range of entrants as possible, subject to the essential principle that entrants have a reasonable expectation of completing their course successfully within the normal duration of the course. In processing applications for this programme the standard precepts of the University Admissions Regulations apply. Full details of both the admissions policy and contextualised admissions policy can be found at:

https://www.qmu.ac.uk/about-the-university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/

Standard entry requirements for BA (Hons) Theatre & Film

- 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 .

Direct entry requirement for BA (Hons) Theatre & Film

- Direct Entry: Year Two
    - HNC/ HND: HNC/ HND in related subject with B/CB in the graded unit
    - Scottish Higher: BC at Advanced Higher in relevant subjects plus BB at Higher
    - A Level: BBB in relevant subjects

Non-standard entry

While applications for standard entry will be managed by the centralised admissions team, applications for non-standard entry will be assessed by the Programme Leader to ensure consistency of decision-

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 degree and a sense of their potential to meet these.
- Experience of/enthusiasm for film and theatre whether as an audience member or as a theatre-maker or film-maker which is gauged within what was accessible to the candidate. In some parts of Scotland there is little youth theatre, or an offer of studying film or 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.

Applicants with disabilities

The University welcomes a diverse learning community and aims to support all students to participate fully in their studies and in University life. Applicants are strongly advised to declare any disability on their application. All applicants who have declared a disability and/or additional support needs and have accepted an offer of admission will be contacted by a Disability Adviser to discuss their individual requirements and the support that may be available to them should they choose to study at QMU. The University will make every effort to ensure that required support arrangements are put in place, however, this is dependent on the student applying in sufficient time and identifying their disability clearly at the time of application.

17. Support for students and their learning

. University support services

The University provides a range of support services to address students' academic and personal support needs. Most of these services can be accessed through the Student Services reception desk, which directs students to the best person to provide them with support about the following:

- financial advice;
- counselling and well-being support;
- disability service;
- careers and employability service;

Students with disabilities or additional learning needs are supported by the subject level Academic Disabled Students Coordinator who ensures that all reasonable adjustments are put in place to support the student in relation to teaching, learning and assessment. Individual learning plans are communicated to relevant staff. Meetings are held once per semester to discuss learning plans and make adjustments if necessary. The University Disability Services team provides advice and guidance to help develop the individual learning plan, and can also guide students towards additional resources and assistive technology where required.

Other University support services include:

- administrative support from the School Office and Registry;

- 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 media for specific client briefs; the Film Society screens a curated selection of films from around the world in the Halle Lecture theatre throughout the year; and many of our students are also involved in the Comedy Society, Musical Theatre Society and the various sports societies. The 2019/20 academic year will see the inauguration of a new Theatre and Film Society – devised by current students and intended to help students on the programme explore opportunities for making theatre and film

In addition, this year we have instituted the first of what will become an annual event – a Pub Quiz specifically for Theatre & Film students. This was organised jointly by the lecturing team and the class reps and was a great success. Although it was a fun, social occasion it also helped to foster a growing sense of identity for the Theatre & Film cohort - something requested via student feedback.

Personal Academic Tutors

Each student is assigned a personal academic tutor (PAT) at the start of the programme. Students are encouraged to meet with their PAT at least once a semester. PATs discuss students' overall progress with them and suggest options that might help the student to deal with any challenges they face. PATs may refer students to relevant professional services as required.

Student representation and feedback

The programme operates in line with the University regulations on student representation. Each year group elects a class representative, who liaise with the programme team through the following mechanisms:

- The Student Staff Consultative Committee (SSCC) meets once per semester. Students, who determine the agenda, lead meetings. If a student cannot be identified to chair the meeting, it is appropriate for a staff member to do this.

- 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 module evaluations is considered by the teaching team and reported on in the annual programme monitoring report. Students in 3rd and 4th year are also able to offer feedback through the annual NSS Survey and QMU's annual QSS survey.

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/