Undergraduate Programme Specification

Session	2026/27	**Last Modified**	
Named Award Title	BA (Hons) Drama		
Award Title for Each Award	BA (Hons) Drama BA Drama DipHE Drama CertHE Drama		
Date of Approval			
Details of Cohort Applies to	All students who entered 2026-2027 onwards		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		University of the West of Scotland	
Maximum Period of Registration			
Duration of Study			
Full-time	4 years	**Part-time**	Typically 6-8 years
Placement (compulsory)	NA		
Mode of Study	☒ Full-time ☒ Part-time		
Campus	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
School	**Business and Creative Industries**		
Divisional Programme Board	**Arts Media**		
Programme Leader	Dr James Layton		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Year 1
SQA Highers: BBBC Inc. English (at B grade or above) or relevant alternative

Year 2
SQA Advanced Highers: BBC + HG English

Or GCE
Year 1
GCE A-Levels: CCC inc English or relevant alternative
Year 2
GCE A-Levels: BBC

Or SQA National Qualifications / Edexcel Foundation

Other Required Qualifications/Experience
Year 2
HNC in Performance, Musical Theatre, Dance, Music or relevant discipline and English Higher (B grade or above) or relevant alternative.

Year 3
HND in Performance, Musical Theatre, Dance, Music or relevant discipline and English Higher (B grade or above) or relevant alternative.

Further desirable skills pre-application
Applications can also be submitted by applicants who do not meet the above criteria but have relevant experience under the University's Accreditation of Prior Experiential Learning provisions (see reg. 2.13 of the UWS Regulatory Framework).
For applicants whose first language is not English, reg. 2.12 of the UWS Regulatory Framework sets out the English Language Requirements in terms of IELTS.

General Overview
The BA (Hons) Drama programme is built to achieve the core Graduate Attributes: Creative Maker, Critical Thinker, Work Ready with a clear emphasis on learning through practice. The purpose of the programme is to nurture students' creativity, equipping them with the knowledge and skills they need to compete in an ever-changing work environment, whether as makers in the UK's world-leading Creative Industries sector, or in the wide variety of modern industries that increasingly require flexible, creative and critical skills.

Drama at UWS is characterized by a focus on process-driven creative practice, enabling students to work in experimental and dynamic ways that go beyond traditional modes of theatre-making and is grounded in an established tradition of theatre practice in Scotland.

The programme focuses on the pillars of collaborative making, critical analysis and autonomous development. Over four years, students are led through processes of

performance making that align them with current industry standards and position them within the contemporary Scottish theatre industry. Students are grounded in critical analysis skills, developing sophisticated approaches to engaging with and thinking about their work and the world around them. Through the development of their collaborative practice and critical skills, supported by a programme-wide commitment to authentic assessments, our students develop autonomy, responsibility, and knowledge they need to succeed as graduates of UWS. We also actively broaden the scope of real-world industry knowledge and employability for our students through embedded partnerships with a variety of organizations at different scales in Scotland's theatre industry. For example, we currently have established relationships with Citizen's Theatre, Gaiety Theatre, and Stellar Quines.

We offer a supportive learning environment that empowers our students – many of whom come from challenging educational contexts as first-gen university students or are returning to education after a period of time, and who are often underrepresented on Scotland's stages and in its creative leadership – to see themselves as changemakers for the future of Scotland's arts landscape.

Typical Delivery Method

BA (Hons) Drama remains the only programme focused specifically on the discipline and critical role of theatre-making and performance at UWS. It is delivered by a highly research-active team working across the key practical and critical disciplinary areas of the programme, each of whom directly incorporate elements of their research and creative practice into the design and delivery of the teaching.

The programme is underpinned by the process of creative practice and all modules ultimately serve this function. Key to the programme is that learning through doing, meaning that theoretical concepts explored during the programme will be interrogated in the performance studio.

Level 7 is critically underpinned by the notion of 'ensemble' with a focus on developing students' knowledge and understanding of how drama, theatre and performance are made. Students are introduced to techniques and approaches to performance in Theatre Acting in T1 before creating original performance material in Devising Drama in T2. Supporting these practical modules are explorations of how the 'performer' is contextualised in drama and theatre traditions, as well as an introduction to modes of performance analysis.

Level 8's critical underpinning is concerned with 'audience' and provides opportunities for students to explore how theatre and performance are received by spectators. Practice-led modules at this level explore dramaturgical forms, developing skills in critically examining performance. For example, Contemporary Text and Dramaturgy requires close reading of play texts to stage performance, utilising critical thinking and creative making skills. Developing an understanding of a range of different theatrical forms is complemented with explorations of intermediality, through which students develop a critical appreciation of contemporary theatre and performance. Skills in using reception theory are further developed at L8 alongside key concepts in spectatorship in a range of contexts.

Level 9 continues to develop practice through the realisation of a major production alongside students developing skills in applied theatre with a focus on social change. From a theoretical perspective, L9 is concerned with examining drama, theatre and performance through the lens of a wider theatre ecology. By engaging with theatre making practices in a substantial way, students will understand the constituent components of 21st century performance industries. For example, Making Theatre provides an environment in which

students work collaboratively as company members to produce a live performance. In addition, students will have opportunities to be trained in the processes of research, providing them with essentials skills for performance making through a critical lens. Optional modules are also available at this level, with potential for choosing content from related disciplines within Arts & Media.

The final year - L10 Honours - provides an opportunity for students to consolidate their accumulated skills, knowledge, and experience through the realisation of a major creative project. Working closely with the programme team and external industry practitioners, students will be mentored through a self-directed project in Major Drama Project. This module encapsulates learning from previous levels, producing work that can be used as a 'calling card' to the creative industries. Accompanying this creative project is the Next Steps module which aims to build a professional portfolio as students look to launch their creative careers. For students wishing to undertake a substantial piece of written research, a Drama Dissertation option is available. Additionally, students can opt to take modules from other programmes in Arts & Media. L10, therefore, offers bespoke pathways for students who will be supported in their transition from education to the workplace. More detail on the content of each module can be found later in this document as well as in the individual module descriptors.

Any additional costs

Throughout the programme, theatre visits will take place for which students are expected to pay the costs of tickets and travel.

Graduate Attributes, Employability & Personal Development Planning

Students will follow a course of study that will develop their skills via the UWS Graduate Attributes - Universal, Work-Ready and Successful. This programme additionally develops their performance skills to allow them to become critical thinkers, creative makers and work ready. By analysing, inquiring, and critically reflecting within the performance industry the students will become academically universal, academically work-ready and academically successful. The programme encourages and directs the students to utilise emotional intelligence, ethics, cultural awareness, communication, influence, motivation, creative skills, imagination, and resilience to become personally universal, work-ready and successful. The BA (Hons) Drama programme empowers the student to be ready for employment through work-related skills in collaboration, research, social responsibility, leadership, enterprise, ambition, drive, daring and transformation to become professionally universal, work ready and successful. As a graduate of the UWS BA (Hons) Drama programme, individuals will have developed academic, personal, and professional attributes as creative makers, critical thinkers, who are work ready.

Employability:

Our graduates are employed in all aspects of the creative industries including performing, directing; producing/writing for stage and screen; designing and delivering community performance projects; developing new creative organisations; or training to become a primary school teacher or secondary school drama teacher. Many of our students also progress to postgraduate study in a range of related subjects, including postgraduate research.

Personal Development Planning:

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning

including alignment with the core ASPIRE content at L7 and L8. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability, and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation, and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme. Students will develop professionally, their academic writing skills and critical reflection whilst applying and developing their drama-related skills. Students will negotiate with tutors their own learning journey via the programme learning outcomes.

Ethical Conduct
Generating awareness of ethical practice in professional conduct is embedded as a key component of the teaching and learning environment for the BA (Hons) Drama programme. Organised around the three core principles of Responsibility, Care and Consent, students and staff (including associate lecturers) attend workshops on professional conduct, exploring what constitutes good professional conduct, how to acknowledge poor professional conduct when it happens, and how to challenge questionable attitudes and patterns of behaviour immediately and sensitively clearly and transparently. The shared learning from these sessions flows through into module activity at all SCQF levels (7-10), where students engage in a practical learning journey that facilitates their ongoing development as autonomous, self-directed, ethical practitioners.

Work Based Learning/Placement Details
There are no dedicated modules which support work-based learning through, for example, work placements. However, professional-based skills are developed throughout the student journey and realised in modules such as ASPIRE at L7 and L8. The student will be introduced to relevant professionals, protocols and employers which will prepare them for more student-led projects at L10. These networking opportunities at both programme and division level support students' development toewards being work ready.

Major Drama Project offers students the opportunity to gain credit for a specific practice-based project within the arts and performance industry. The module is designed to assist students in enhancing their skills in such a way that it facilitates career and practice development in a professional manner/environment. Students will be required to demonstrate the ability to apply evidence-based methods in a practical setting, demonstrating their skills with performance or art-based related issues as a ‘reflective practitioner’ in a relevant genre. Students will be expected to demonstrate their awareness and relevancy of their choices leading them to deploy a range of professional creative skills to realise a practice-based specialism.

The Next Steps module aims to develop students’ critical thinking about career choice and work ethics in combination with their practical projects. The outcome of all student work should demonstrate a critical knowledge and understanding of how their career plans are developed and conceptualised. The students will utilise a number of processes specific to their cultural study in relation to the wider cultural industries chosen career path such as professional portfolios, exhibitions, installations, audio examples, CVs, and covering letters to demonstrate their own personal skills. The module will allow students to consider career routes ranging from the creative industries and teaching to PGR study and community-focused

work. These pathways supply them with presentation, communication, and generic cognitive skills to move towards employment in the cultural and creative sectors.

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure', which details the School attendance and engagement requirements and how this will be monitored for attendance.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

The programme supports equality of opportunity for students from different backgrounds and with different learning needs. Using appropriate platforms, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The programme complies with university regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustments to assessment practice will be made in accordance with UWS policy and regulations. The School of Business and Creative Industries is committed to enabling all learners, respecting diversity, promoting equality and embedding inclusivity in all aspects of its work. It is fully cognisant of and compliant with relevant external and institutional policy in this area.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate an appreciation of the histories, forms and traditions of drama, theatre, and performance.
A2	Understand and explain foundational contexts in terms of production and reception.
A3	Demonstrate knowledge and understanding of the foundational principles of research and inquiry.
A4	Demonstrate knowledge and understanding of a range of routine practitioners, practices, crafts and techniques.
A5	Demonstrate an awareness of the educational, pedagogical, community, social and cultural context of the contemporary performance landscape.
Practice - Applied Knowledge and Understanding	
B1	Apply basic historical and social concepts to drama, theatre, and performance.
B2	Apply foundational cultural and theoretical concepts to the critical analysis, documentation and interpretation of drama, theatre, and performance.
B3	Apply foundational research techniques in exercises of inquiry.
B4	Deploy a range of basic and routine performance making technical skills in creative and critical modes of expression.
B5	Apply understanding of the social and cultural context of contemporary performance landscape.
Communication, ICT and Numeracy Skills	
C1	Articulate ideas and communicate information comprehensively, in oral or textual forms.
C2	Create and present in forms appropriate to content and in a range of contexts.
C3	Articulate ideas and concepts via a range of communication technologies.
C4	Articulate ideas and communicate information comprehensively, in visual or physical forms.
C5	NA
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Develop techniques informed by or derived from cultural forms/ histories/ contexts and or practitioners.
D2	Describe theorise, interpret and evaluate texts and events.
D3	Produce written work with appropriate scholarly and professional registers/ conventions.
D4	Recognise situational and interpersonal factors and how these can accommodate to facilitate productive working relationships.

D5	Consume and interpret contemporary practice.
Autonomy, Accountability and Working with Others	
E1	Work under pressure and to deadlines.
E2	Accept supervision in less familiar areas of work.
E3	Work independently, set goals and manage limited resources within defined areas of work.
E4	Work in a planned and improvisatory way to anticipate and accommodate change.
E5	Work under guidance, with others to acquire an understanding of current professional practice.

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	APPD07001	ASPIRE	20	☒	☐	☐	
7	DRAM07001	Theatre Acting	20	☒	☐	☐	
7	DRAM07003	Devising Drama	40	☐	☒	☐	
7	DRAM07004	Performer in Context	20	☐	☒	☐	
7	DRAM07002	Plays in Context	20	☒	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To progress to the next level of study (i.e. SCQF level 8), students are expected to complete the full 120 credit points each year. However, a student who has not earned passes in up to 40 credits points-worth of modules may be allowed to progress to the next level of study 'with deficit' in accordance with reg. 3.13 of UWS Regulatory Framework.

In line with reg. 1.21 of the UWS Regulatory Framework, students who complete 120 credit points at SCQF Level 7, including all core modules at this level, will be eligible for a Certificate of Higher Education (CertHE) in Drama exit award. Awards shall be made with distinction in line with regs. 3.25-3.26 of the UWS Regulatory Framework.

For further information, please refer to the UWS Regulatory Framework and the Student Experience Policy Statement.

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate a discerning understanding of the relevant theories of drama, theatre, and performance.
A2	Demonstrate detailed knowledge and understanding of the material, cultural and policy conditions in which specific performance works were produced.
A3	Demonstrate a discerning understanding of research philosophy.
A4	Demonstrate discerning understanding of the principles of collaborative and interdisciplinary practice.
A5	Demonstrate detailed knowledge and understanding of the processes by which drama, theatre, and performance are created, realised, managed and documented.
Practice - Applied Knowledge and Understanding	
B1	Apply a discerning understanding of the key theories of drama, theatre, and performance.
B2	Apply detailed knowledge and understanding of the material, cultural and policy conditions in performance contexts.
B3	Apply a discerning understanding of research philosophy to drama, theatre, and performance related issues.
B4	Apply a range of collaborative performance processes in the creation of work including: working collective, ensemble, co -creation and hierarchical and non-hierarchical structures.
B5	Re-appropriate a detailed knowledge and understanding of the processes and practices of an external organisation/ individual.
Communication, ICT and Numeracy Skills	
C1	Identify appropriate platforms through which to present complex ideas and arguments.
C2	Tailor outputs effectively to a range of audiences and purposes.
C3	Use a range of standard ICT applications to process and obtain data.
C4	Explain and defend creative, technical and/ or conceptual choices.
C5	Use existing and emerging technologies with discernment.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Synthesise and explain the evolution of key concepts.
D2	Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments.
D3	Engage with and understand different theories or paradigms of knowledge.
D4	Understand group dynamic to operate collaboratively with collective, creative and professional contexts to pursue shared goals.
D5	Analyse and synthesise contemporary practice.
Autonomy, Accountability and Working with Others	
E1	Work, under guidance, with others to acquire understanding of relevant theories.

E2	Demonstrate receptiveness to specialist guidance and critique.
E3	Demonstrate sensitivity to the roles and contributions of self and others in collaborative activities with others with the aim of developing practice in drama, theatre, and performance.
E4	Work in a planned and improvisatory way to accommodate ambiguity, creative risk taking, uncertainty and unfamiliarity.
E5	Reflect on own academic and practitioner identity in the wider professional context.

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	APPD08001	ASPIRE	20	☐	☒	☐	
8	DRAM08001	Contemporary Text & Dramaturgy	40	☒	☐	☐	
8	DRAM08002	Theatre & Identity	20	☒	☐	☐	
8	DRAM08003	Intermedial Performance	20	☐	☒	☐	
8	DRAM08004	Spectatorship	20	☐	☒	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To progress to the next level of study (i.e. SCQF level 9), students are expected to complete the full 120 credits each year. However, a student who has not earned passes in up to 40

credits-worth of modules may be allowed to progress to the next level of study 'with deficit' in accordance with reg. 3.13 of UWS Regulatory Framework.

In line with reg. 1.21 of the UWS Regulatory Framework, students who complete 240 credit points, including at least 90 credits points at SCQF Level 8 or above, including all core modules at this level, will be eligible for a Diploma of Higher Education (DipHE) in Drama exit award. Awards shall be made with distinction in line with regs. 3.25-3.26 of the UWS Regulatory Framework.

For further information, please refer to the UWS Regulatory Framework and the Student Experience Policy Statement.

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate integrated and critical knowledge and understanding of contemporary debates in society and culture related to drama, theatre, and performance.
A2	Demonstrate critical knowledge and understanding of the material, cultural and policy conditions in which specific performance works were consumed and interpreted.
A3	Demonstrate discerning knowledge and understanding of individual and collaborative research/practice as research methodologies.
A4	Demonstrate specialist advanced knowledge and understanding of the interrelationships within and between a range of practices in drama, theatre, and perfomance.
A5	Demonstrate advanced knowledge and understanding of the key ethical and professional issues pertinent to study and practice of contemporary performance.
Practice - Applied Knowledge and Understanding	
B1	Apply integrated and critical knowledge and understanding of the influence of legacy and tradition in contemporary debates in society and culture related to drama, theatre, and performance.
B2	Apply critical knowledge and understanding of the material, cultural and policy conditions in which applications of performance were consumed and interpreted within a diverse range of contexts.
B3	Apply appropriate research and inquiry methodologies to issues in drama, theatre, and performance.
B4	Deploy specialist advanced knowledge of performance making practices to facilitate audience engagement and or participation.
B5	Apply advanced knowledge and understanding of the key ethical and professional issues pertinent to the practice of contemporary performance.
Communication, ICT and Numeracy Skills	
C1	Identify appropriate platforms through which to present complex ideas and arguments using a range of ICT applications to support and enhance work.
C2	Produce a range of outputs that demonstrate advanced knowledge.
C3	Synthesise data via a range of specialist ICT applications.
C4	Contribute effectively to professional dialogue with learners and professionals.
C5	Use and reflect on existing and emerging technologies with discernment.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Research and examine information, materials and experience.
D2	Formulate independent judgements and articulate reasoned arguments through reflection, review and evaluation.
D3	Draw on a range of methodological frameworks in order to devise, conceptualise and define an original research problem.
D4	Lead, facilitate, participate and problem solve within team working contexts, considering and acknowledging diverse opinions and social, cultural and ideological positions from which they arise.
D5	Identify and analyse routine professional problems and issues.

Autonomy, Accountability and Working with Others	
E1	Exercise discretion in the acquisition of advanced theory.
E2	Develop research plans in response to experts and colleagues.
E3	Exercise managerial responsibility for the work of others and for a range of resources.
E4	Take responsibility for own and others' contributions to collaborative learning activities.
E5	Reflect on and take responsibility for identifying and practising in line with relevant ethical, legal and regulatory standards.

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	DRAM09003	Making Theatre	40	☒	☒	☐	
9	DRAM09002	Popular Performance	20	☒	☐	☐	
9	DRAM09001	Theatre for Social Change	20	☒	☐	☐	
9	DRAM09004	Research in Practice	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	DRAM10005	Community Arts Practice	20	☐	☒	☐	
9/10		OTHER PROGRAMME OPTION (from within Arts & Media)	20	☐	☒	☐	
10	DRAM10004	Advanced Theatre Practice	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules Students on the Drama programme can opt to take Community Arts Practice or Advanced Theatre Practice at either L9 or L10.							

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

To progress to the next level of study (i.e. SCQF level 10), students are expected to complete the full 120 credits each year. However, a student who has not earned passes in up to 20 credits-worth of modules may be allowed to progress to the next level of study 'with deficit' in accordance with reg. 3.14 of UWS Regulatory Framework.

In line with reg. 1.21 of the UWS Regulatory Framework, students who complete 360 credit points, including at least 90 credits points at SCQF Level 9 or above, including all core modules at this level, will be eligible for a Bachelor's Degree (BA) in Drama exit award. Students who complete 360 credit points, including at least 90 credits points at SCQF Level 9 or above, without completing at least one core module at this level, will be eligible for a Bachelor's Degree (BA) in Combined Studies exit award (see reg. 1.61 of the UWS Regulatory Framework). Awards shall be made with distinction in line with regs. 3.25-3.26 of the UWS Regulatory Framework.

For further information, please refer to the UWS Regulatory Framework and the Student Experience Policy Statement.

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading**)**	
Knowledge and Understanding	
A1	Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of drama, theatre, and performance.
A2	A critical understanding of the principal theories, concepts and principles of drama, theatre, and performance.
A3	Detailed knowledge and understanding in one or more specialisms in drama, theatre, and performance, and the interplay between creative and critical modes of enquiry.
A4	Knowledge and understanding of the ways in which drama , theatre, and performance are developed, including a range of established techniques of enquiry or research methodologies.
A5	NA
Practice - Applied Knowledge and Understanding	
B1	Use a wide range of the principal professional skills, techniques, practices and/or materials associated with the development of drama, theatre, and performance.
B2	Use a a few skills, techniques, practices and/or materials that are specialised, advanced and/or at the forefront of drama, theatre, and performance.
B3	Execute a defined project of research, development or investigation and in identifying and implementing relevant outcomes.
B4	Practice in a range of professional level performance contexts that include a degree of unpredictability and/or specialism.
B5	Practice with a critical understanding of ethical considerations in performance making.
Communication, ICT and Numeracy Skills	

C1	Critically identify, define, conceptualise and analyse complex/professional problems and issues related to drama, theatre, and performance.
C2	Offer professional insights, interpretations and solutions to problems and issues relating to drama, theatre, and performance.
C3	Demonstrate some originality and creativity in dealing with professional issues occurring in drama, theatre, and performance.
C4	Critically review and consolidate knowledge, skills, practices and thinking in drama, theatre, and performance.
C5	Make judgements where data/information is limited or comes from a range of sources.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present or convey, formally and informally, information about specialised topics to informed audiences.
D2	Communicate with peers, senior colleagues and specialists on a professional level.
D3	Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.
D4	Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets.
D5	Use, adapt, and reflect on existing and emerging technologies with discernment.
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in professional performance/equivalent activities.
E2	Exercise significant managerial responsibility for the work of others and for a range of resources.
E3	Practice in ways that show awareness of own and others' roles and responsibilities in the fields of drama, theatre, and performance.
E4	Work, under guidance, in a peer relationship with specialist performance practitioners.
E5	Work with others to bring about change, development and/or new thinking and manage complex ethical and professional issues in accordance with current professional and/or ethical codes or practices in drama, theatre, and performance.

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	DRAM10002	Major Drama Project	60	☒	☒	☐	
10	DRAM10001	Next Steps	20	☒	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	DRAM10003	Drama Dissertation	40	☒	☒	☐	
10	DRAM10004	Advanced Theatre Practice	20	☒	☐	☐	
10		OTHER PROGRAMME OPTION (from within Arts & Media)	20	☐	☒	☐	
10	DRAM10005	Community Arts Practice	20	☐	☒	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Drama students who have taken Community Arts Practice at L9 must take the option from another programmes or Advanced Theatre Practice in T1 and T2 or the Drama Dissertation across both trimesters.

Level 10
Criteria for Award
Please refer to UWS Regulatory Framework for related regulations

In line with reg. 1.21 of the UWS Regulatory Framework, students who complete 480 credit points, including at least 90 credits points at SCQF Level 10 or above, including all core modules at this level, will be eligible for a Bachelor's Degree with Honours (BA (Hons) in Drama exit award. Students who complete 480 credit points, including at least 90 credits points at SCQF Level 10 or above, without completing at least one core module at this level, will be eligible for a Bachelor's Degree with Honours (BA (Hons)) in Combined Studies exit award (see reg. 1.61 of the UWS Regulatory Framework). Awards shall be made with distinction in line with regs. 3.25-3.26 of the UWS Regulatory Framework.

For further information, please refer to the UWS Regulatory Framework and the Student Experience Policy Statement.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework.

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

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Change/Version Control

What	**When**	**Who**
First draft	27/3/2026	J. Layton
Final draft	14/5/26	J. Layton