

ROSE BRUFORD COLLEGE

PROGRAMME
SPECIFICATION
JAN 2008

BA(Hons) ACTING

Rose Bruford College
Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Duration	Mode of study
R51, W410 BA Act	BA (Hons)	Acting	3 Years	Full-time

Institution	Rose Bruford
School	School of Performance
Awarding Institution	University of Manchester
Programme Accreditation	National Council for Drama Training
Relevant QAA benchmark(s)	Dance, drama & performance

2. AIMS OF THE PROGRAMME(S)

The programme aims to:

1	promote the development of intellectual and imaginative abilities enabling students to identify, challenge and explore new concepts and competencies
2	encourage students to develop and test ideas in theory and practice
3	provide training in the essential technical skills and working vocabularies of the actor in order to enable students to realise their professional and artistic goals
4	provide students with an extended knowledge and understanding of theatre in its cultural and historical context
5	introduce students to a range of research and practice methodologies
6	enable students to develop a range of analytic, reflective and communicative skills in order to become communicative and reflective practitioners in the theatre
7	introduce students to the work of key practitioners and theorists and to their cultural and historical contexts
8	promote an awareness and understanding of theatre as an interdisciplinary art form
9	empower students to collaborate effectively within a group and with other theatre practitioners
10	foster independent learning and a range of transferable study skills

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11	equip students with an understanding and training that will enable them to make worthwhile contributions to current professional practice and to the development of theatre in the United Kingdom
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3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)

Able to:	Knowledge & Understanding
A1	(ILO1) have an understanding of acting as a collaborative creative artistic process which draws upon and challenges their intellectual, imaginative, emotional and communicational abilities
A2	(ILO8) have a critical awareness of the relationship between the actor, the text, the theatre event and the audience in a range of social contexts, historical periods and cultures
A3	(ILO9) have an understanding of the commitment and self discipline demanded of the professional actor
A4	(ILO10) have the ability to be responsible for the development and assessment of their own professional skills



Learning & Teaching Processes (to allow students to achieve intended learning outcomes)
Classes & Tutorials
Projects & Rehearsals
Student -centred learning



Assessment (of intended learning outcomes)
Written assignment & seminars
Practical Coursework
Reflective Journal

Able to:	B. Intellectual Skills
B1	(ILO5) have an extended knowledge of dramatic literature, theatre history and contemporary theatre practice
B2	(ILO7) have a a range of analytic, reflective and communicative skills, informed by a practical understanding of the processes inherent in the

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	production of a play
B3	(ILO13) have the ability to critically evaluate arguments, assumptions, abstract concepts and information and to make judgements and frame appropriate questions in order to identify solutions to practical and theoretical problems
B4	(ILO14) have the ability to present themselves with confidence and communicate effectively in all appropriate ways



Learning & Teaching Processes
Classes & Tutorials
Projects & Rehearsals
Student -centred learning



Assessment
Written assignment & seminars
Practical Coursework
Reflective Journal

Able to:	C. Practical Skills
C1	(ILO2) have an understanding of acting as a collaborative creative artistic process which draws upon and challenges their intellectual, imaginative, emotional and communicational abilities
C2	(ILO3) have an appropriate range of physical, vocal and performance skills
C3	(ILO4) have an understanding of the interplay between theory and practice within performance work
C4	(ILO6) have the ability and understanding to work within a variety of professional theatre modes
C5	(ILO11) have the initiative to work independently and as part of a collaborative team
C6	(ILO12) have the skills in researching, evaluating and communicating about theatre



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Learning & Teaching Processes		Assessment
Classes & Tutorials		Written assignment & seminars
Projects & Rehearsals	→	Practical Coursework
Student -centred learning		Reflective Journal

Able to:	D. Transferable Skills and Personal Qualities
D1	(TS01) the ability to express ideas clearly
D2	(TS02) an understanding of the elements of an effective analytical process
D3	(TS03) the ability to listen and respond to other peoples' ideas
D4	(TS04) skills in interpersonal negotiation and group collaboration
D5	(TS05) the ability to write a coherent and critically sound piece of work
D6	(TS06) recognition of the need to meet deadlines efficiently
D7	(TS07) basic word-processing skills and use of internet facilities for research purposes
D8	(TS08) the ability to integrate the various methods of study



Learning & Teaching Processes		Assessment
Classes & Tutorials		Written assignment & seminars
Projects & Rehearsals	→	Practical Coursework
Student -centred learning		Reflective Journal

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4. THE STRUCTURE OF THE PROGRAMME(S)

Year Programme structure and credits Credits

Year 1

Compulsory	
The Skills of the Actor 1 - An Introduction.	30
The Actor's Approach to Naturalistic Text 1	30
The Skills of the Actor 2	30
The Actor's Approach to Naturalistic Text 2	30
Optional (Choice of __ from __)	

Year 2

Compulsory	
The Skills of the Actor 3	30
The Actor's Approach to Non-Naturalistic Text	30
The Skills of the Actor 4	30
Poetic Text in Performance	30
Optional	

Year 3

Compulsory	
Research Project	30
Theatre Practice and Radio Performance	30
Theatre Practice and Television Performance	30
Theatre Practice and Professional Preparation	30
Optional	

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
Year 1 (Certificate of Higher Education)	<ul style="list-style-type: none"> • an appropriate range of physical, vocal and performance skills • the ability to integrate these various skills and techniques in performance • an engagement with and understanding of collective processes in the rehearsal room • an increased knowledge of dramatic literature and performance practice within certain historical and social contexts • an increasingly professional attitude and sense of discipline towards the work • an understanding of reflective practice and an awareness of the interplay between theory and practice • an increasing level of independence as the basis for individual imaginative response and interpretation.
Year 2 (Diploma of Higher Education)	<ul style="list-style-type: none"> • a range of analytic, reflective and communicative skills, informed by a practical understanding of all the processes inherent in the production of a play • a critical awareness of the relationship between the actor, the text, the theatre event and the audience in a range of social contexts, historical periods and cultures • the ability to be responsible for the development and assessment of their own professional skills.

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Year 3	<ul style="list-style-type: none">• the required competence in each of the modules;• a level of understanding, professional attitude and technical competence commensurate with professional employment.• the ability and understanding to work within a variety of professional theatre modes• the initiative to work independently and as part of a collaborative team• the capacity to undertake research and independent study• the ability to critically evaluate arguments, assumptions, abstract concepts and information and to make judgements and frame appropriate questions in order to identify solutions to practical and theoretical problems• the ability to present themselves with confidence and communicate effectively in all appropriate ways.
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6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT (in order to deliver the year learning outcomes)

Student support and induction takes place at both the programme and college level.

Programme level:

- Students receive a Student Handbook (which includes briefs, module and assessment information) at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- Each student is allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- Students receive written feedback on all assessment tasks, and are debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

College level:

- A Student Counsellor is available to all students.
- A Disability Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- Students take part in the College's Personal Development Planning scheme. At four points during the programme, students discuss their personal and professional development with a programme tutor, and plan future action.
- Ongoing study support is provided through one-to-one tutorials with a specialist tutor, and through on-line support materials.
- Placements(if applicable) operate within the College's Placement Policy, to ensure that students, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in the student's development, and the level ILOs reflect this. At Level 1, induction and study support equip students for degree-level study, while regular tutor contact with core programme staff ensures that students are aided in putting all aspects

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of their studies into the context of the live performance industry and their developing professional practice. At Level 2, projects are more complex and demand greater personal responsibility; associated tutorials not only guide students through projects but also encourage reflection and contextualisation. Placements and studies of a variety of industry contexts enable students to assess the appropriateness of different approaches to given situations. At Level 3, students are expected to be self-directed learners; again regular tutorials associated with specific projects guide the student and ensure that learning is appropriately contextualised.

Through all three levels, Personal Development Planning frames students' learning in individual and professional terms.

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7. CURRICULUM MAP OF COURSE UNITS AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Course Unit Title and Code (including placements, field courses and other programme components)				Knowledge & Understanding				Intellectual Skills				Practical Skills						Transferable Skills & Personal Qualities							
Y	C	COURSE UNIT TITLE	C or O	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8
1	A101	The Skills of the Actor 1 - An Introduction.	C	D A		D A	D A				D A	D A	D A					D A		D A				D A	D A
1	A102	The Actor's Approach to Naturalistic Text 1	C	D A	D A	D A	D A	D A	D A	D A	D A	D A		D A		D A	D A	D A	D A	D A	D A	D A	D A	D A	D A
1	A103	The Skills of the Actor 2	C	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A		D A	D A	D A		D A				D A	D A
1	A104	The Actor's Approach to Naturalistic Text 2	C	D A		D A	D A				D A	D A	D A					D A	D A	D A	D A	D A	D A	D A	D A

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Y E A R	C O D E	COURSE UNIT TITLE	C/ I	A	A	A	A	B	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	D	D			
				1	2	3	4	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	7	8			
2	A201	The Skills of the Actor 3	C	D A		D A					D A	D A	D A	D A			D A	D A							D A	D A		
2	A202	The Actor's Approach to Non-Naturalistic Text	C	D A	D A	D A	D	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D	D A	D A	D A	D A	D A	D A	D A	
2	A203	The Skills of the Actor 4	C	D A		D A	D A				D A		D A	D A		D A		D A		D A					D A	D A		
2	A204	Poetic Text in Performance	C	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A		D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D A

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Y E A R	C O U R S E	COURSE UNIT TITLE	C/ O	A	A	A	A	B	B	B	B	C	C	C	C	C	C	D	D	D	D	D	D	D	
				1	2	3	4	1	2	3	4	1	2	3	4	5	6	1	2	3	4	5	6	7	8
3	A301	Research Project	C		D A					A	A						A		D A			A	A	A	
3	A302	Theatre Practice and Radio Performance	C	D A	D A	D	D	D A	D A	D	D A	D A			D A	D A	D	D A	D A	D	D A	D A	D	D A	D
3	A303	Theatre Practice and Television Performance	C	D A	D A	D	D	D A	D A	D	D A	D A		A	D A	D A	D	D A	D A	D	D A	D A	D	D A	D
3	A304	Theatre Practice and Professional Preparation	C	A	A	A	A	A	A	A	A	A	A			A	A	A	A	A	A	A	A	A	A

Legend for cells

D = skills are taught or developed by students within this course unit

A = skills are assessed within this course unit

C = compulsory course unit

O = optional course unit

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8. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions criteria of the University and of the School in one of the following ways:

Please refer to the College Full-time Undergraduate Academic Regulations
Section 1.3

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9. PROGRESSION AND ASSESSMENT REGULATIONS

General single University assessment regulations to be inserted here.

Please refer to the College Full-time Undergraduate Academic Regulations
Sections 4 & 5

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