

ROSE BRUFORD COLLEGE

PROGRAMME  
SPECIFICATION  
MAR 2008

BA(Hons)  
AMERICAN THEATRE ARTS

**Rose Bruford College  
Undergraduate Programme Specification**

**1. GENERAL INFORMATION**

<b>UCAS Code</b>	<b>Award</b>	<b>Programme Title</b>	<b>Duration</b>	<b>Mode of study</b>
R51, W423 BA Act	BA (Hons)	American Theatre Arts	3 Years	Full-time

<b>Institution</b>	Rose Bruford
<b>School</b>	School of Performance
<b>Awarding Institution</b>	University of Manchester
<b>Programme Accreditation</b>	
<b>Relevant QAA benchmark(s)</b>	Dance, drama & performance

**2. AIMS OF THE PROGRAMME(S)**

The programme aims to:

<b>1</b>	promote the development of intellectual and imaginative powers enabling students to identify, challenge and explore new concepts and competencies
<b>2</b>	encourage students to develop and test ideas in theory and practice
<b>3</b>	introduce students to a range of research methodologies
<b>4</b>	enable students to develop the ability to communicate ideas
<b>5</b>	empower students to collaborate effectively in a group
<b>6</b>	introduce students to a range of performance and performance-related professional practices
<b>7</b>	enable students to acquire a range of generic and transferable skills (see Level descriptors).

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**3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)**

Able to:	<b>Knowledge &amp; Understanding</b>
<b>A1</b>	<b>(ILO2)</b> demonstrate a critical understanding of the cultural, political and social context of American theatre and performance
<b>A2</b>	<b>(ILO3)</b> understand the use and development of particular performance practices in their historical and contemporary context
<b>A3</b>	
<b>A4</b>	



<b>Learning &amp; Teaching Processes</b> (to allow students to achieve intended learning outcomes)
Classes & Tutorials
Projects & Rehearsals
Student -centred learning



<b>Assessment</b> (of intended learning outcomes)
Written assignment & seminars
Practical Coursework
Reflective Journal

Able to:	<b>B. Intellectual Skills</b>
<b>B1</b>	<b>(ILO1)</b> explore notions of nationhood and identity in relation to theatre-making
<b>B2</b>	<b>(ILO5)</b> develop skills in the analysis and comparative study of American dramatic texts and performance
<b>B3</b>	<b>(ILO7)</b> explore national and regional diversity in American performance practice
<b>B4</b>	<b>(ILO8)</b> explore a range of collaborative processes within American theatre making



<b>Learning &amp; Teaching Processes</b>
Classes & Tutorials
Projects & Rehearsals



<b>Assessment</b>
Written assignment & seminars
Practical Coursework

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Student -centred learning

Reflective Journal

Able to:	<b>C. Practical Skills</b>
<b>C1</b>	<b>(ILO4)</b> develop a broad and critical understanding of appropriate theatre arts and skills and the relationship between them in performance
<b>C2</b>	<b>(ILO6)</b> develop an understanding of theatre traditions and contemporary theatre practice within the United States of America
<b>C3</b>	
<b>C4</b>	



<b>Learning &amp; Teaching Processes</b>
Classes & Tutorials
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Student -centred learning



<b>Assessment</b>
Written assignment & seminars
Practical Coursework
Reflective Journal

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

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<b>D8</b>	<b>(TS08)</b> the ability to plan and prepare for seminars, workshops and rehearsals
<b>D9</b>	<b>(TS09)</b> the ability for note taking and critical reflection on ideas
<b>D10</b>	<b>(TS010)</b> develop organisational skills an basic career planning
<b>D11</b>	<b>(TS011)</b> the ability to use information technology for analysing, presenting and structuring information



<b>Learning &amp; Teaching Processes</b>
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<b>Assessment</b>
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**4. THE STRUCTURE OF THE PROGRAMME(S)**

**Year                      Programme structure and credits                      Credits**

**Year 1**

<b>Compulsory</b>	
<b>The American Play in Performance</b>	<b>30</b>
<b>American Performance in Context</b>	<b>30</b>
<b>Critical Perspectives</b>	<b>30</b>
<b>America Musical Theatre</b>	<b>30</b>
<b>Optional (Choice of __ from __)</b>	

**Year 2**

<b>Compulsory</b>	
<b>Staging Identity I: The Struggle for an American Stage</b>	<b>30</b>
<b>Staging Identity 2</b>	<b>30</b>
<b>American Models of Theatre Practice 1</b>	<b>30</b>
<b>American Models of Theatre Practice 2</b>	<b>30</b>
<b>Optional</b>	

**Year 3**

<b>Compulsory</b>	
<b>Crossing Frontiers: Shared Aspects of European and American Theatre</b>	<b>30</b>
<b>Contemporary American Theatre and Performance</b>	<b>30</b>
<b>Production Project: American Theatre in Performance</b>	<b>30</b>
<b>American Theatre Research Project</b>	<b>30</b>
<b>Optional</b>	

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**5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR**

Year	Intended learning outcomes
<p><b>Year 1</b>  <b>(Certificate of Higher Education)</b></p>	<p>During this first level, the course introduces students to the following range of transferable skills:</p> <ul style="list-style-type: none"> <li>• the ability to express ideas clearly</li> <li>• an understanding of the elements of an effective analytical process</li> <li>• the ability to listen and respond to other peoples' ideas</li> <li>• skills in interpersonal negotiation and group collaboration</li> <li>• the ability to write a coherent and critically sound piece of work</li> <li>• recognition of the need to meet deadlines efficiently</li> <li>• basic word-processing skills and use of Internet facilities.</li> <li>•</li> </ul> <p>Therefore, Level One is a foundation year, grounding the student in the basic approach, methods and skills on which the whole course is based. By the end of Level One the student should display:</p> <ul style="list-style-type: none"> <li>• the ability to integrate the various methods of study</li> <li>• an increased sense of discipline towards the work</li> <li>• an increasing level of independence in individual imaginative response and interpretation.</li> </ul>

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<p><b>Year 2</b>  <b>(Diploma of Higher Education)</b></p>	<ul style="list-style-type: none"> <li>• the planning and preparation for seminars, workshops and rehearsals,</li> <li>• note-taking and critical reflection on ideas,</li> <li>• the exposition of information and thoughts in a variety of theoretical and practical forms,</li> <li>• the application of research,</li> <li>• creativity and originality in the study and presentation of material,</li> <li>• the development of organisation skills and basic career planning.</li> </ul>
<p><b>Year 3</b></p>	<p>Students will be expected to demonstrate competence in the following areas:</p> <ul style="list-style-type: none"> <li>• constructive contributions to formulating and solving complex tasks,</li> <li>• selecting, categorising and using new information and sources, assessing their validity and relevance for specific projects,</li> <li>• use of information technology for analysing, presenting and structuring information.</li> </ul> <p>Level Three is concerned with developing the students' ability to research and develop independent study. By the end of Level Three the student should display:</p> <ul style="list-style-type: none"> <li>• the required standard in each of the modules,</li> <li>• an ability to specialise in areas of interest,</li> <li>• the capacity to undertake research and independent study</li> </ul>

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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										
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Y	C	COURSE UNIT TITLE	C or O	A	A	A	A	B	B	B	B	C	C	C	D	D	D	D	D	D	D	D	D	D	D	D
				1	2	3	4	1	2	3	4	1	2	3	1	2	3	1	2	3	4	5	6	7	8	9
1	AT101	The American Play in Performance	C	D	D A			D	D A	D	D	D A	D		D A	D A	D A	D A	D A	D A	D A	D A	D A			D
1	AT102	American Performance in Context	C	D A	D A			D A	D A	D	D	D A	D A		D A	D A	D A	D A	D A	D A	D A	D A	D A			D
1	AT103	Critical Perspectives	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
1	AT104	America Musical Theatre	C	D	D A			D	D A	D	D	D A	D		D A	D A	D A	D A	D A	D A	D A	D A	D A			D

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Y E A R	C O U R S E	COURSE UNIT TITLE	C/ C	A 1	A 2	A 3	A 4	B 1	B 2	B 3	B 4	C 1	C 2	C 3	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9	D 10	D 11		
2	AT201	Staging Identity I: The Struggle for an American Stage	C	D A	D A			D A	D A	D A	D	D	D A		D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D	D	
2	AT202	Staging Identity 2	C	D A	D A			D A	D A	D A	D	D	D A		D A	D A	D A	D A	D A	D A	D A	D A	D A	D A	D	D	
2	AT203	American Models of Theatre Practice 1	C	D	D			D	D A	D	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	D	
2	AT204	American Models of Theatre Practice 2	C	D	D			D	D A	D	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	D	

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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	D	D	D	D	D	D	D	D	D	D		
				1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	5	6	7	8	9	10	11	
3	AT301	Crossing Frontiers: Shared Aspects of European and American Theatre	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	
3	AT302	Contemporary American Theatre and 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	
3	AT303	Production Project: American Theatre 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	
3	AT304	American Theatre Research Project	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	

**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

<b>Date of original production:</b>	
<b>Date of current version:</b>	18/12/08