

ROSE BRUFORD COLLEGE

PROGRAMME  
SPECIFICATION  
MAR 2008

BA(Hons)  
EUROPEAN 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, W422 BA Act	BA (Hons)	European 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 which enables students to identify, challenge and explore new concepts and competencies
<b>2</b>	encourage students to develop and test ideas in the theory and practice of European theatre
<b>3</b>	introduce students to use a range of theatre research methodologies
<b>4</b>	enable students to develop the ability to read, analyse, document and interrogate European performances
<b>5</b>	empower students to collaborate effectively in a group
<b>6</b>	understand the processes by which performance is created, realised and managed
<b>7</b>	introduce students to a range of European theatre and theatre-related professional practices
<b>8</b>	enable students to acquire a range of generic and transferable skills

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

Able to:	<b>Knowledge &amp; Understanding</b>
<b>A1</b>	demonstrate a critical understanding of the cultural, political and social context of European theatre
<b>A2</b>	understand the use and development of particular theatre techniques in their historical and contemporary contexts
<b>A3</b>	develop a broad and critical understanding of appropriate theatre arts and skills and the relationship between them in performance
<b>A4</b>	develop an understanding of the theatre traditions and contemporary theatre practice in a range of European countries



<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>	explore notions of nationhood and identity in relation to theatre-making
<b>B2</b>	develop skills in the analysis and comparative study of European dramatic text and theatre performance



<b>Learning &amp; Teaching Processes</b>
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<b>Assessment</b>
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<b>Able to:</b>	<b>C. Practical Skills</b>
<b>C1</b>	explore national and regional diversity in European theatre practice
<b>C2</b>	explore a range of collaborative processes within European theatre-making



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



<b>Assessment</b>
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<b>Able to:</b>	<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
<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

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**4. THE STRUCTURE OF THE PROGRAMME(S)**

**Year                      Programme structure and credits                      Credits**

**Year 1**

<b>Compulsory</b>	
<b>Play &amp; Performance</b>	<b>30</b>
<b>Introduction to European Models of Theatre Practice</b>	<b>30</b>
<b>Critical Perspectives</b>	<b>30</b>
<b>European Theatre &amp; its Social Context</b>	<b>30</b>
<b>Optional</b> (Choice of __ from __)	

**Year 2**

<b>Compulsory</b>	
<b>European Practitioners: Key 20<sup>th</sup> Century Approaches</b>	<b>30</b>
<b>Staging Identity</b>	<b>30</b>
<b>European Text in Practice</b>	<b>30</b>
<b>Crossing Frontiers: Shared Aspects of European Theatre</b> <i>(European placement)</i>	<b>30</b>
<b>Optional</b>	

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**Year 3**

<b>Compulsory</b>	
<b>Production Project: Europe in the 21<sup>st</sup> Century</b>	<b>30</b>
<b>Contemporary European Theatre Companies</b>	<b>30</b>
<b>European Theatre Research Project 1 &amp; 2</b>	<b>60</b>
<b>Optional</b>	

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

<b>Year</b>	<b>Intended learning outcomes</b>
<b>Year 1 (Certificate of Higher Education)</b>	<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 people's 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> </ul> <p>By the end of Part 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 as the basis for individual imaginative response and interpretation</li> </ul>

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<p><b>Year 2 (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>Therefore, in level two the skills and understanding of part one are extended while new techniques and areas of knowledge are introduced.</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>
<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>• Display constructive contributions to formulating and solving complex tasks,</li> <li>• selecting, categorising and using new information and sources, assessing its validity and relevance for specific projects,</li> <li>• use of information technology for analysing, presenting and structuring information</li> </ul> <p>By the end of this level 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																			
Y E A R	C O U R S E C O D E	COURSE UNIT TITLE	C O U R S E C O D E	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
1	ETA101	Play & Performance	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D					D
1	ETA 102	Introduction to European Models of Theatre Practice	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D					D
1	ETA 103	Critical Perspectives	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D					D
1	ETA 104	European Theatre & its Social Context	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D					D

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Y E A R	C O U R S E	COURSE UNIT TITLE	C/ I	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
2	ETA 201	<b>European Practitioners: Key 20<sup>th</sup> Century approaches</b>	C	D	A	A	D	D	D	A			D	D	A	D	D	D	D	D	D	D	D	D	D
2	ETA 202	<b>Staging Identity</b>	C	D	A	A	D	D	D	A			D	D	A	D	D	D	D	D	D	D	D	D	D
2	ETA 203	<b>European Text in Practice</b>	C	D	A	A	D	D	D	A			D	D	A	D	D	D	D	D	D	D	D	D	D
2	ETA 204	<b>Crossing Frontiers: Shared Aspects of European Theatre</b> <i>(European placement)</i>	C	D	A	A	D	D	D	A			D	D	A	D	D	D	D	D	D	D	D	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
3	ETA 301	<b>Production Project: Europe in the 21<sup>st</sup> Century</b>	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D	D	D	D	D
3	ETA 302	<b>Contemporary European Theatre Companies</b>	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D	D	D	D	D
3	ETA 303	<b>European Theatre Research Project 1 &amp; 2</b>	C	D	A	A	D	D	D			D	D		D	D	D	D	D	D	D	D	D	D

**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>	15/12/08