



School of Performance

Certificate of Higher Education
GRAEAE Ensemble
Theatre Making and Leadership

Programme Specification

Update 1st October 2019

Introduction: What are programme specifications?

Programme specifications focus on single programmes of study, and outline the intended knowledge, understanding, skills and attributes of a student successfully completing that programme. A programme specification also gives details of teaching and assessment methods as well as linking the programme to the Framework for Higher Education Qualifications and any subsequent professional qualification and career path.

Since the College gained Taught Degree Awarding Powers in January 2017 it validates the programmes taught at Rose Bruford College and as part of the validation process, the College produces approved programme specifications for all the programmes that it offers. On some programmes, The University of Manchester validates the award for students who have opted to remain on a university degree.

This programme specification forms one part of a set of different types of document about your programme that also includes the prospectus, module specifications and information on the College's website and VLE. The Programme Specification is published on the College's website.

There may be concern that 'specifying' what a student will have learnt at the end of the programme might inhibit innovation within that programme. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of the types of things students might be expected to learn and the types of skills and abilities they might be expected to gain.

Rose Bruford College

Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
?	Cert HE	GRAEAE Ensemble Theatre Making and Leadership	1 year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance in partnership with GRAEAE theatre company
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	Not appointed
Programme Accreditation	None
Relevant QAA subject benchmark(s)	Dance, Drama and Performance (DDP)
Other Points of Reference	<ul style="list-style-type: none"> i. The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014) ii. The UK Quality Code for Higher Education iii. Guidelines for Preparing a Programme Specification (QAA) iv. Rose Bruford College Mission Statement v. Industry consultation: vi. GRAEAE as industry partner

Rose Bruford College

Undergraduate Programme Specification

2. AIMS OF THE PROGRAMME(S)

GRAEAE Ensemble Theatre Making and Leadership programme is a partnership between Rose Bruford College and GRAEAE, the UK's flagship disability-led theatre company. This pioneering programme for young D/deaf and disabled people, prioritises those who have 'found it difficult to train or work in theatre due to a lack of adequate access provision'¹.

The programme delivers high-quality training for young D/deaf and disabled artists, in order to: open doors and create pathways to employment and/or further training; and to have a positive influence on theatre training and employment opportunities for D/deaf and disabled artists in the UK and beyond.

The programme is designed as a gateway into further study and training and/or as a bridge into employment. It is important to note, that although the programme is an equivalent to the first year of a degree programme, many vocationally focussed theatre and performance courses may require students to take their own level 4 modules as a prerequisite for progression into levels 5 and 6. This programme, therefore, cannot be seen as guaranteed route into the second year of existing HE programmes both at Rose Bruford College and beyond.

Participants in Ensemble are called Ensemble Artists, rather than students. This title is a recognition of their status and perceived value to GRAEAE. It signals a respect for them as artists and members of the wider Graeae community, often described as the GRAEAE family. GRAEAE staff members see Ensemble Artists as having a significant impact on the company's (and industry's) future development.

The Ensemble Artists will explore a range of skills and approaches to theatre-making in a rich and vocationally focussed training programme delivered by GRAEAE theatre company and Rose Bruford College, with input from other leading drama schools and industry partners. At its core is a commitment to access to training for students with a range of disabilities.

The programme aims to:

01.	develop you as a practitioner with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, and so enables you to respond to, and engage with, the rapidly-changing theatre and performance industries
02.	give you a knowledge of theatre, performance and key practitioners in their international, cultural, social, ethical, political and theoretical contexts
03.	equip you with a range of practical and vocational skills to enable you to work in a variety of different performance contexts
04.	enable you to work collaboratively with practitioners from other theatre disciplines
05.	develop your independent and collaborative research, critical and analytical skills
06.	make you a responsive and reflective practitioner
07.	equip you with a range of specialist vocational and transferable skills to allow you to make an effective, and innovative contribution to the performance industries

¹ Barnes, S. *Ensemble, GRAEAE's Training Programme for Young D/deaf and Disabled Artists*. November 2018. Evaluation document commissioned by GRAEAE theatre company.

Rose Bruford College

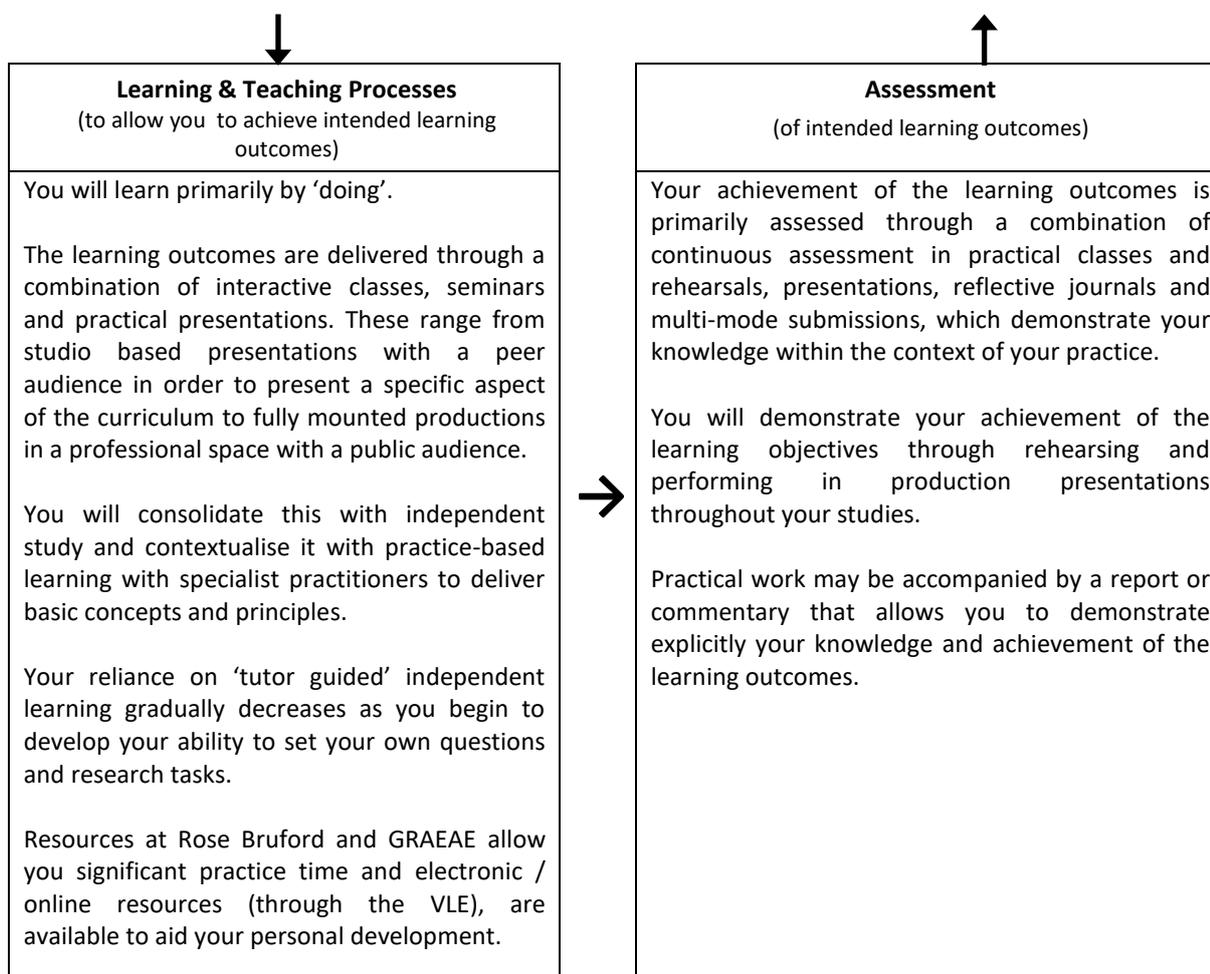
Undergraduate Programme Specification

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge and Understanding

On successful completion of the programme you will be able to:

		Benchmark
A1	engage with the conceptual frameworks and critical vocabularies of practitioners working in theatre	DDP 7.12.2
A2	identify a range of performance theories, traditions and approaches to theatre making	DDP 7.12.1
A3	explore critically the relationship between theatre and performance and social and cultural identities	DDP 7.12.5
A4	employ a range of inter-disciplinary approaches to theatre making	DDP 7.12.1
A5	evaluate the relationship between the collaborators in the theatre making process, the audience and the performance context.	DDP 7.12.3



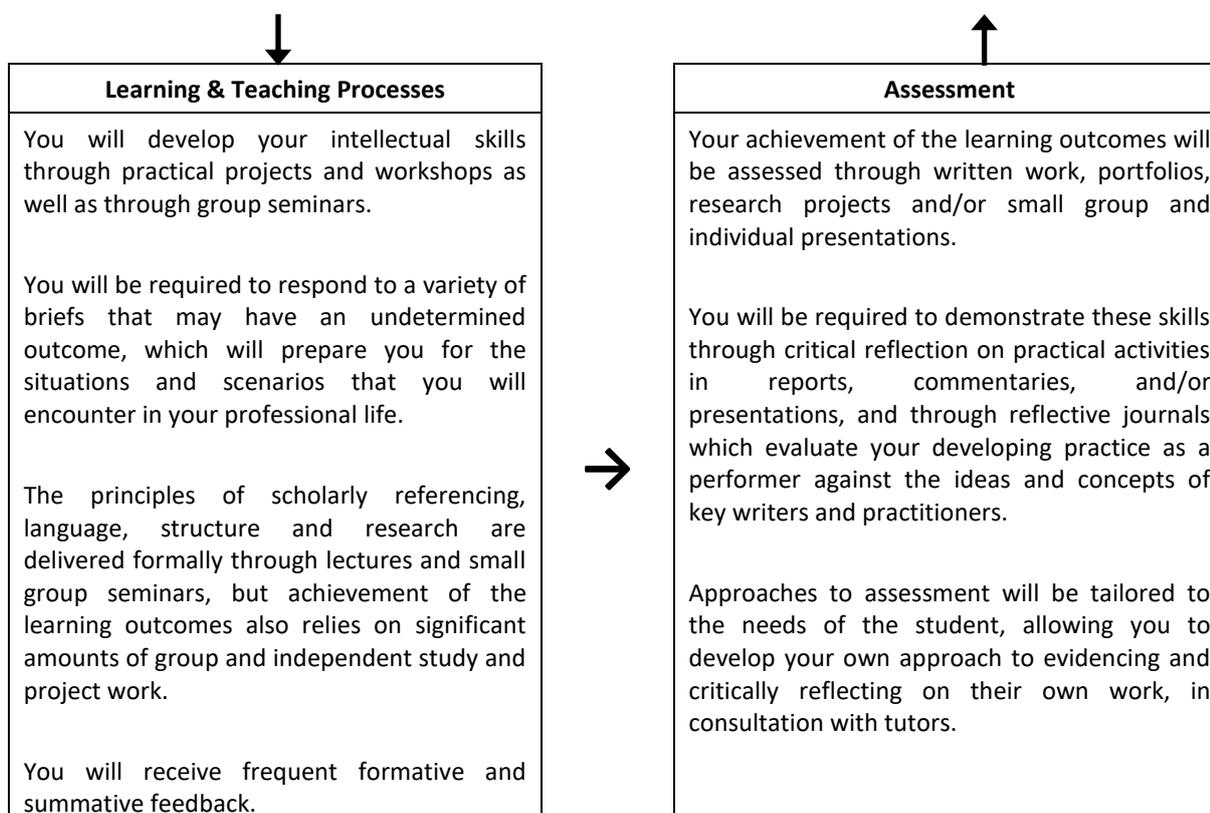
Rose Bruford College

Undergraduate Programme Specification

B. Intellectual Skills

On successful completion of the programme you will be able to:

		Benchmark
B1	apply critical reasoning in the evaluation and analysis of information from a range of sources	DDP 7.13.1
B2	frame appropriate questions in order to identify solutions to both practical and theoretical problems	DDP 7.13.1,6
B3	formulate complex arguments and express them in written, oral or other forms	DDP 7.13.1
B4	reflect critically upon and evaluate your work and the work of others using a variety of conceptual frameworks	DDP 7.13.4
B5	gather, synthesise and organise material independently, and to evaluate critically its significance	DDP 7.13.1, 7.14.6

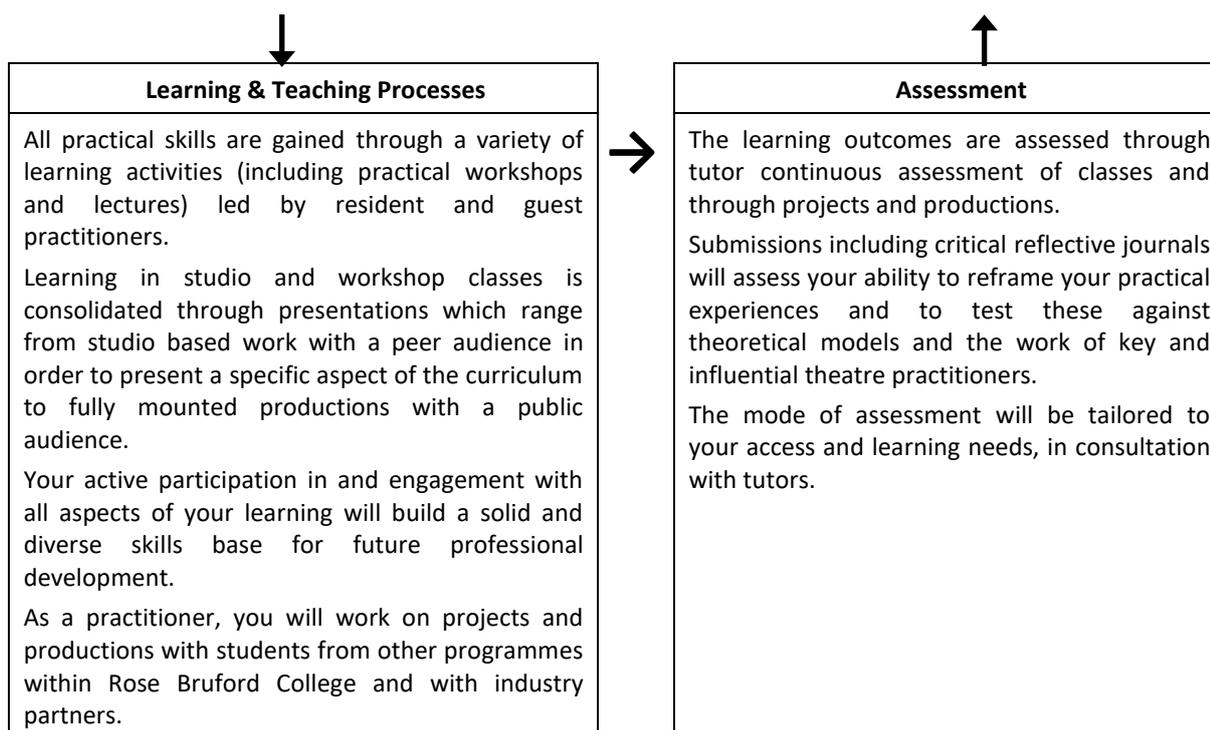


Rose Bruford College Undergraduate Programme Specification

C. Practical Skills

On successful completion of the programme you will be able to:

		Benchmark
C1	demonstrate an appropriate level of competence in a range of performance and theatre-making skills appropriate to the theatre practitioner	DDP 7.13.2
C2	work across a variety of professional performance styles and genres	DDP 7.13.4
C3	work efficiently and constructively within a group to realise an appropriate performance or production.	DDP 7.13.3
C4	apply concepts to your practice	DDP 7.13.1

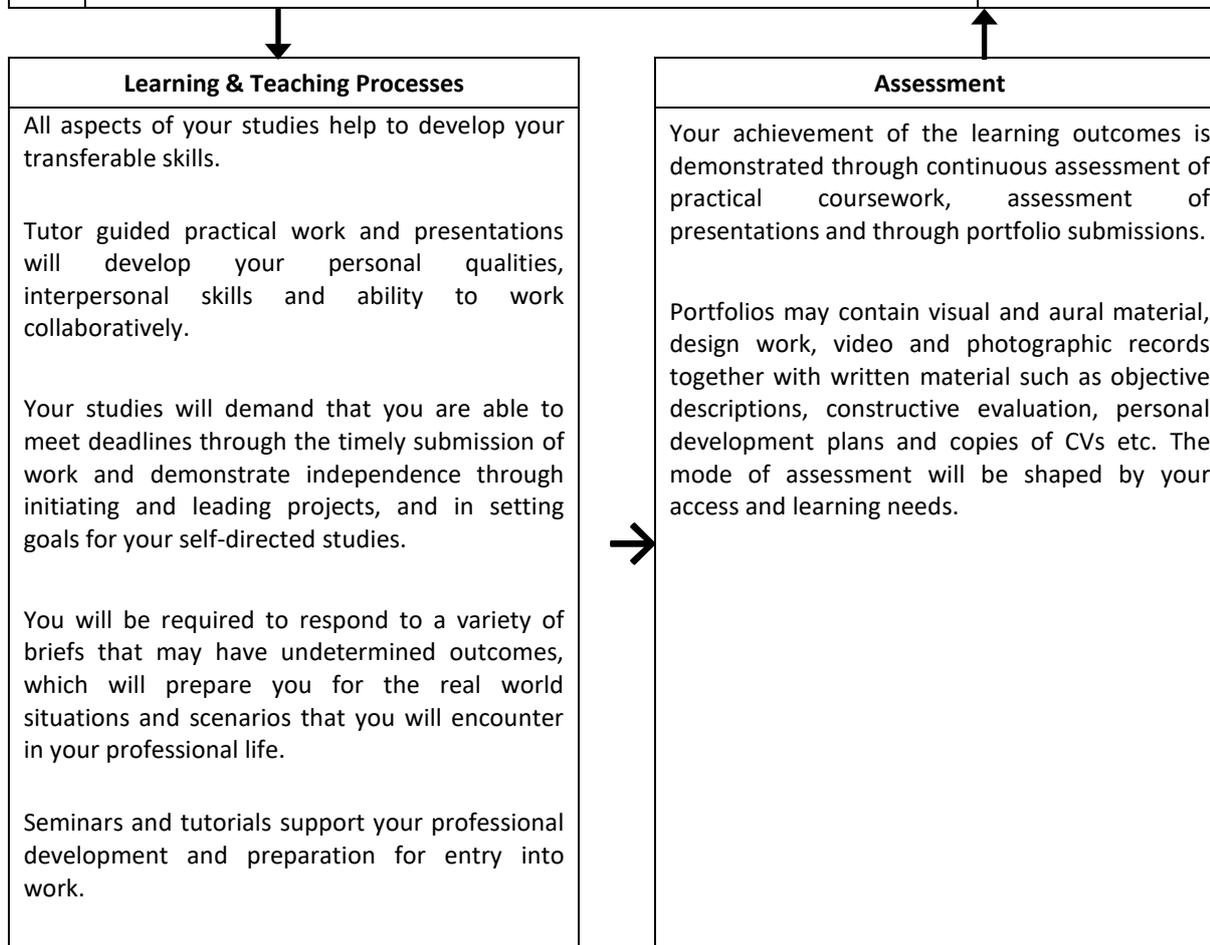


Rose Bruford College Undergraduate Programme Specification

D. Transferable Skills/Personal Qualities

On successful completion of the programme you will be able to:

		Benchmark
D1	work independently, show initiative and set your own deadlines	DDP 7.14.4,5
D2	work collaboratively as a team member with specialists from a range of disciplines	DDP 7.14.3
D3	employ a range of interpersonal skills and demonstrate an ability to listen and respond to the ideas of others	DDP 7.14.5
D4	present ideas, concepts and plans using communication techniques appropriate to the intended audience	DDP 7.14.1
D5	adapt confidently to a range of different contexts and situations, including circumstances of ambiguity, uncertainty and unfamiliarity	DDP 7.14.3
D6	be innovative in problem solving and decision making	DDP 7.14.2,3



Rose Bruford College
Undergraduate Programme Specification

4. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
GRAE 401	The Skills of the Theatre-Maker	20	10
GRAE 402	Approaches to Performance	20	10
GRAE 403	Think, Share, Reflect	20	10
GRAE 404	Platform	60	30

Programme Structure

Cert HE GRAEAE Ensemble	
Term 1 (January – April)	Term 2 (May – July)
GRAE 401 The Skills of the Theatre-Maker	GRAE 404 Platform
GRAE 402 Approaches to Performance	
GRAE 403 Think, Share, Reflect	

Rose Bruford College
Undergraduate Programme Specification

5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES

Year	Intended learning outcomes
Year 1 (Level 4) (Certificate of Higher Education)	On completion of the course, you will be able to: <ul style="list-style-type: none">• demonstrate a range of physical, vocal and theatre-making skills• integrate these various skills and techniques into performance related to your study• engage with and identify collaborative processes within theatre-making• identify key concepts and ideas of major theorists and theatre practitioners• plan and prepare for seminars, workshops and rehearsals• demonstrate an independent imaginative response to your interpretation of text and performance• demonstrate an awareness of professional discipline towards the work

Rose Bruford College

Undergraduate Programme Specification

6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- You are 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.
- You will receive written and/or aural feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Welfare advice and counselling is available to all students.
- A Specialist Support and Equality Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction, and receive both targeted and on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.

The programme is designed to be developmental. As a Level 4 course, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the live performance industry and your developing professional practice.

Rose Bruford College Undergraduate Programme Specification

7. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

(A = Skills assessed within the module)

			Cr	Knowledge & Understanding					Intellectual Skills					Practical Skills				Transferable Skills & Personal Qualities					
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Level 4	GRAE401	The Skills of the Theatre-Maker	20		A	A							A	A		A			A				
	GRAE402	Approaches to Performance	20		A	A	A			A			A		A	A		A	A	A	A		
	GRAE403	Think, Share, Reflect	20	A	A	A	A	A	A	A	A		A			A	A		A	A	A	A	
	GRAE404	Platform	60	A			A	A	A	A		A	A	A	A	A	A	A	A	A	A	A	

Rose Bruford College

Undergraduate Programme Specification

8. CRITERIA FOR ADMISSION

The criteria for admission is set out on the College website and prospectus.

The programme will operate a contextual admissions policy. Previous qualifications will be taken into consideration, as will the impact that the lack of accessible arts training has had on the candidates ability to evidence their competency. Suitability for the programme will be assessed sensitively and by a D/deaf disabled-led panel.

9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to Rose Bruford College Undergraduate Academic Regulations.

10. MECHANISM FOR PROGRAMME REVISION

The programme is regularly reviewed through the College's annual programme monitoring process. As part of this process, the Programme Committee receives feedback from students, external examiners, industry partner and academic staff. Recommendations for any revisions to the programme can be discussed as part of this annual monitoring process.

Any proposed modifications by the programme team should be discussed with the Head of School and Director of Learning, Teaching & Curriculum Development, in consultation with GRAEAE theatre company. They should then be sent for consideration by the relevant External Examiner. The proposed modifications, together with the completed proforma, will then be sent to the Learning, Quality & Standards Committee.

Date of original production:	July 2019
Date of current version:	