

Rose Bruford College
Undergraduate Programme Specification



School of Performance

Bachelor of Arts (Honours)
Acting

Programme Specification

7 June 2011
(Updated July 2017)

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Undergraduate Programme Specification

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 what students might be expected to learn and the types of skills and abilities they might be expected to gain.

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
W410	BA (Hons)	Acting	3 Years	Full Time

DipHE	Acting	2 Years	Full Time
CertHE	Acting	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre & Performance
Awarding Institution	Rose Bruford College of Theatre & Performance
External Examiner	Terrie Fender University of Falmouth
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 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:

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2. AIMS OF THE PROGRAMME(S)

The Acting programme offers practical training for actors who have musical skills. It is taught by the same team as the Actor Musicianship programme, and shares the same core disciplines and approaches to performance. You will develop the skills of the actor through practical classes in movement, voice and approaches to text and character. At the same time you will develop a range of creative and transferable skills that will encourage you to become an independent thinker and motivated artist; an articulate, reflective and enterprising practitioner equipped to succeed in an increasingly competitive profession

The programme aims to:

01.	enable you to develop with a comprehensive grounding in performance as a creative, aesthetic and communicative process who can respond to the rapidly-changing theatre and performance industries
02.	give you a knowledge of theatre, performance and key practitioners in their cultural, social, ethical, political and theoretical contexts
03.	equip you with the essential vocal and physical skills and working vocabularies of the actor
04.	enable you to work collaboratively with practitioners from other theatre disciplines
05.	develop your independent and collaborative skills in research, critical awareness and analysis
06.	enable you to become 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

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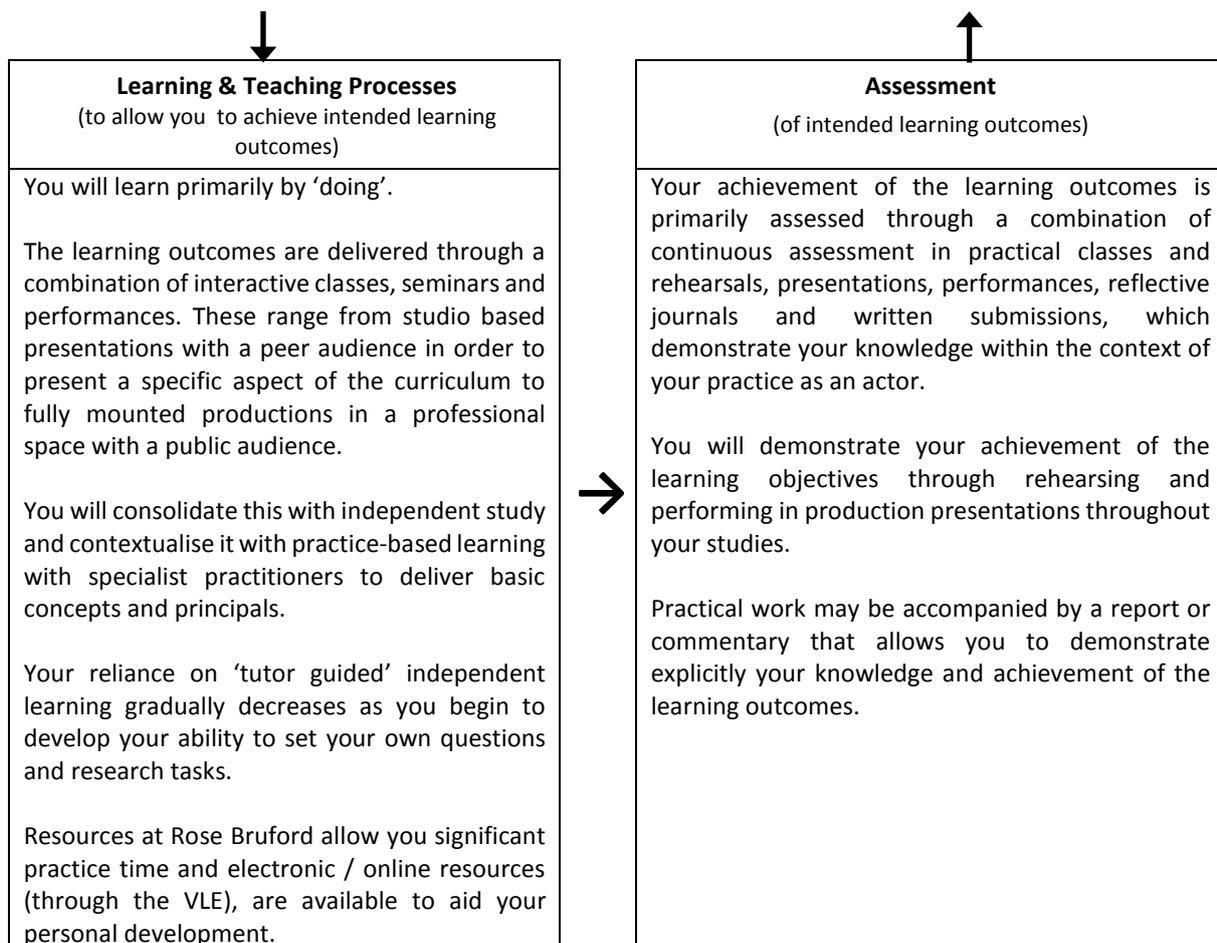
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3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

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 the actor musician in relation to theatre, film television and radio	DDP 7.12.2
A2	identify a range of performance theories and traditions	DDP 7.12.1
A3	articulate theories that inform the physical, vocal and musical skills required of the actor musician	DDP 7.12.3
A4	employ cultural and aesthetic values and principles that underpin performance practice and locate them in their historical, social and cultural context	DDP 7.12.2
A5	evaluate the relationship between the actor musician , narrative and the performance context	DDP 7.12.4
A6	differentiate between the practices of theatre, film television and radio and associated performance media	DDP 7.12.3,6



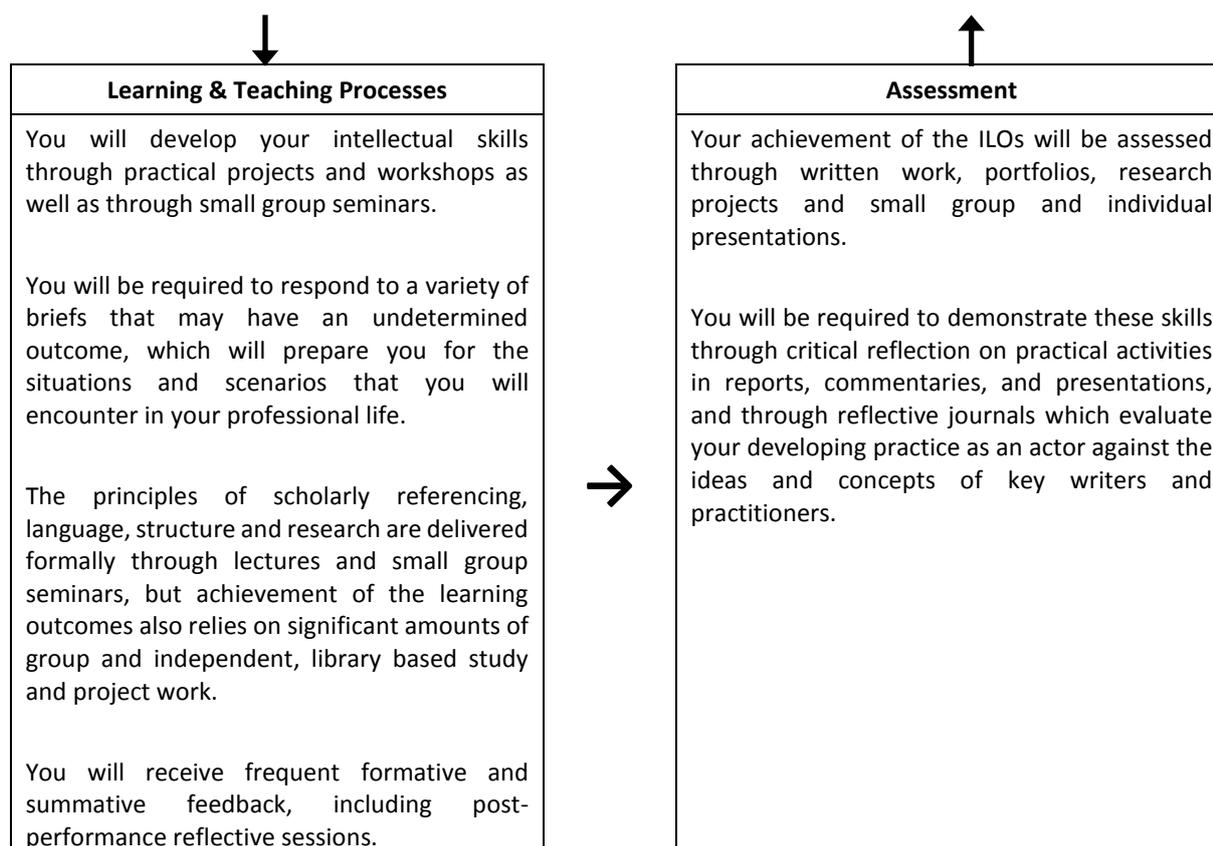
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B. Intellectual Skills

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	devise and implement a research strategy for a range of different projects including a sustained independent enquiry	DDP 7.13.5
B3	frame appropriate questions in order to identify solutions to both practical and theoretical problems	DDP 7.13.1,6
B4	formulate complex arguments and express them in written, oral or other forms	DDP 7.13.1
B5	reflect critically upon and evaluate your work and the work of others using a variety of conceptual frameworks	DDP 7.13.4



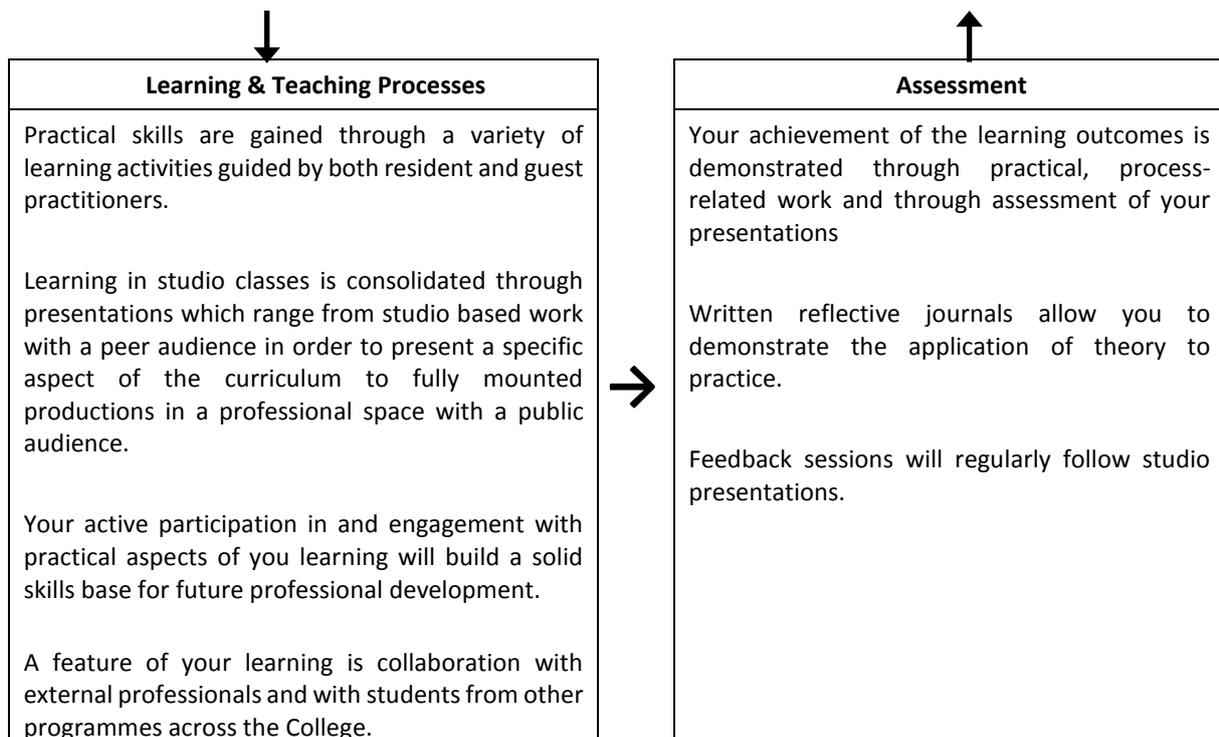
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C. Practical Skills

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

		Benchmark
C1	demonstrate an appropriate level of competence in a range of physical, vocal, musical and performance skills appropriate to the actor musician	DDP 7.13.2
C2	select appropriately and apply your skills in a variety of performance media	DDP 7.13.4
C3	work efficiently and constructively within a group	DDP 7.13.3
C4	demonstrate the application of theory to practice within performance	DDP 7.13.1
C5	explain, through practice, the relationship between music, acting and dramatic narrative and how these are integrated in performance	DDP 7.13.2
C6	create, lead and arrange music as an integrated part of a performance event	DDP 7.13.4



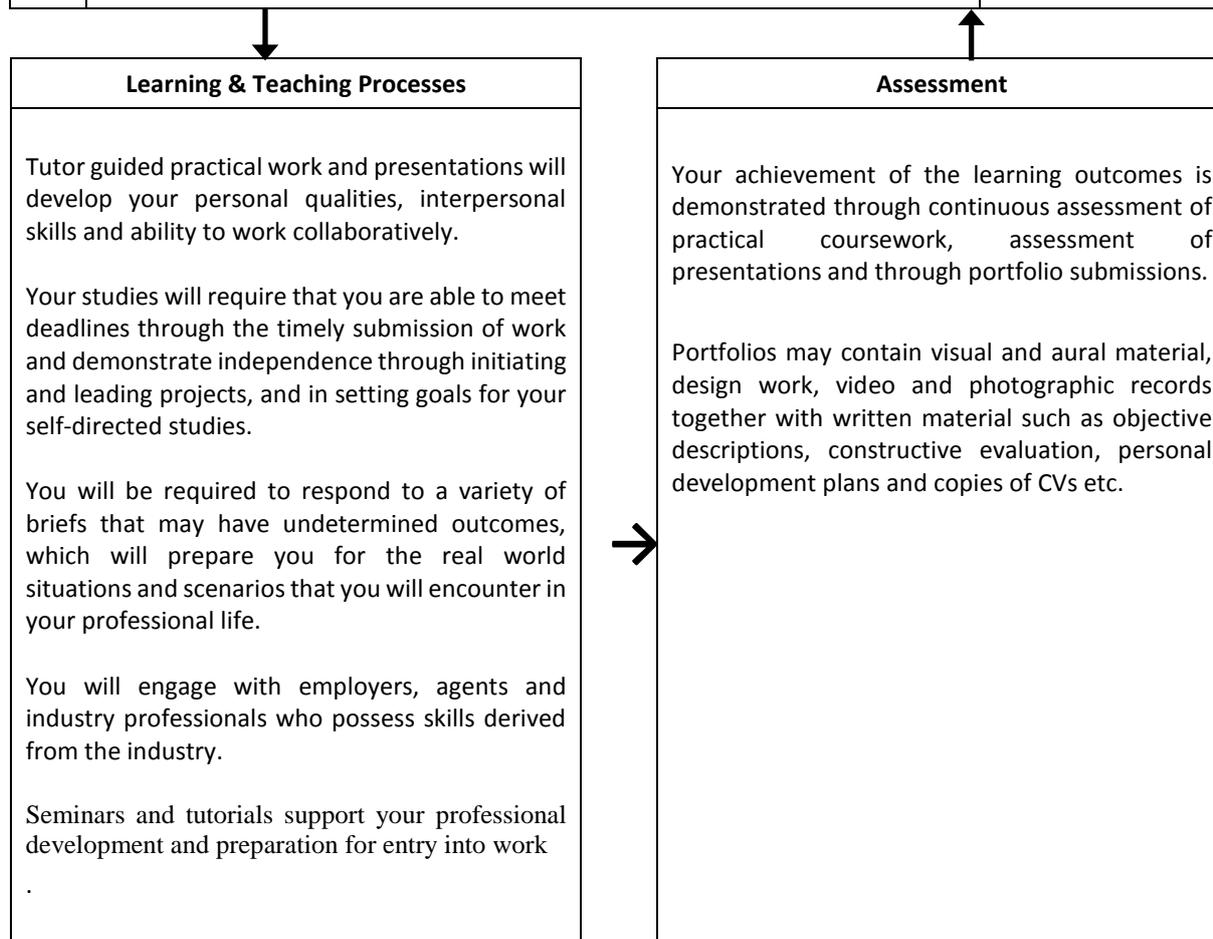
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D. Transferable Skills/Personal Qualities

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 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	
D6	be innovative in problem solving and decision making	DDP 7.14.2,3
D7	take full responsibility for your own learning strategy	DDP 7.14.4
D8	effectively promote your own skills and abilities, and develop a coherent career plan	DDP 7.14.4, 5



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4. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
PER411	Skills of the Actor/Actor Musician: Voice	20	10
PER412	Skills of the Actor/Actor Musician: Movement	20	10
ACT403	Skills of the Actor: Approaches to Acting 1	20	10
ACT404	Skills of the Actor: Approaches to Acting 2	20	10
ACT405	Project: Contemporary Text	20	10
ACT406	Project: Late 19 th Century Text	20	10
Level 5			
ACT501	Advanced Skills of the Actor: Voice	20	10
ACT502	Advanced Skills of the Actor: Movement	20	10
ACT503	Advanced Skills of the Actor: Approaches to Acting	20	10
ACT504	Project: Post 19 th Century Text	20	10
ACT505	Project: Theatre for Young Audiences	20	10
ACT506	Project: Poetic Text	20	10
Level 6			
PER611	Independent Research Project	20	10
PER612	Professional Preparation	20	10
PER613	Recorded Media	20	10
ACT604	Classic Text	20	10
ACT605	Radical Text	20	10
ACT606	New Writing	20	10

Programme Structure

Level 4		
Semester 1		Semester 2
Skills of the Actor/Actor Musician: Voice		
Skills of the Actor/Actor Musician: Movement		
Skills of the Actor: Approaches to Acting 1		
Skills of the Actor: Approaches to Acting 2		
Project: Contemporary Text		Project: Late 19 th Century Text
Level 5		
Semester 1		Semester 2
Advanced Skills of the Actor: Voice		
Advanced Skills of the Actor: Movement		
Advanced Skills of the Actor: Approaches to Acting		
Project: Post 19 th Century Text	Project: Theatre for Young Audiences	Project: Poetic Text
Level 6		
Semester 1		Semester 2
Independent Research Project		
Professional Preparation		
Recorded Media		
Classic text	Music Theatre	New Writing

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
<p>Year 1 (Level 4) (Certificate of Higher Education)</p>	<p>Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. In addition, you will begin to learn the practical and technical skills of the actor and contextualise these in a developing understanding of theatre making.</p> <p>On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> • demonstrate a range of physical and vocal performance skills • integrate these various skills and techniques into performance • engage with, articulate and reflect upon collective processes in the rehearsal room • identify key principles and concepts informing the discipline of the actor • locate dramatic text and performance practice within certain historical and social contexts • to demonstrate an awareness of professional discipline towards the work • demonstrate a creative response to your interpretation of text and performance
<p>Year 2 (Level 5) (Diploma of Higher Education)</p>	<p>Level 5 develops your skills towards a level appropriate to pre-professional work and gives experience of performance in collaboration with other disciplines.</p> <p>On completion of level 5, you will be able to:</p> <ul style="list-style-type: none"> • to demonstrate the consistent use of physical, vocal and musical performance skills in a range of contexts • employ a range of analytical, reflective and communication skills, informed by an understanding of the processes inherent in a production • critically evaluate and analyse the relationship between the actor, the text, the performance and the audience in a range of social contexts, historical periods and cultures • take responsibility for the development and assessment of your own professional skills.
<p>Year 3 (Level 6) (Bachelor's Degree with Honours)</p>	<p>Please refer to programme level ILOs</p>

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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 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 four points during the programme, students discuss their personal and professional development with a programme tutor, and plan future action.
- On-going study support is provided through the specialist Academic Support Team, and through on-line support materials.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level Learning outcomes reflect this. At Level 4, 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.

At Level 5, projects introduce more complexity and demand greater personal responsibility; associated tutorials will both guide you through projects and encourage reflection and contextualisation.

Placements and studies of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.

At Level 6, you are expected to be a self-directed learner; again regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

Through all three levels, Personal Development Planning will frame your learning in individual and professional terms.

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

(A = Skills assessed within the module) Acting

	Code	Module title	Cr	Knowledge and understanding						Intellectual skills					Practical skills					Transferable skills and personal qualities																
				A11	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4					D1	D2	D3	D4	D5	D6	D6	D8						
Level 4	PER411	Skills of the Actor/Actor Musician: Voice	20			A						A	A	A		A						A		A												
	PER412	Skills of the Actor/Actor Musician: Movement	20		A	A							A	A	A		A						A		A											
	ACT403	Project: Contemporary Text	20	A			A	A			A		A	A	A	A	A						A	A		A										
	ACT404	Skills of the Actor: Approaches to Acting 1	20	A	A			A			A		A	A		A		A	A				A		A				A							
	ACT405	Skills of the Actor: Approaches to Acting 2	20	A			A	A	A				A	A	A	A				A			A		A		A									
	ACT406	Project: Late 19 th Century Text	20		A		A	A				A	A		A		A	A					A	A	A											
Level 5	ACT501	Advanced Skills of the Actor: Voice	20			A			A		A		A	A	A	A		A	A			A			A											
	ACT502	Advanced Skills of the Actor: Movement	20		A				A				A	A	A		A	A					A	A												
	ACT503	Advanced Skills of the Actor: Approaches to Acting	20	A		A	A				A	A		A	A	A		A					A			A										
	ACT504	Project: Post 19 th Century Text	20	A	A		A				A			A	A	A	A		A				A	A		A										
	ACT505	Project: Theatre for Young Audiences	20		A	A	A	A				A	A	A		A		A	A				A	A	A				A							
	ACT506	Project: Poetic Text	20			A	A	A			A	A		A		A		A	A				A	A		A										
Level 6	PER611	Independent Research Project	20		A		A	A			A	A	A	A			A		A			A							A	A						
	PER612	Professional Preparation	20	A		A		A	A		A		A		A		A		A				A		A		A		A		A		A		A	
	PER613	Recorded Media	20	A	A	A			A			A	A		A	A		A							A	A	A	A							A	
	ACT604	Classic Text	20		A		A	A			A		A		A		A		A	A					A		A	A			A					
	ACT605	Radical Text	20		A			A	A		A			A	A	A		A		A	A				A		A	A			A					
	ACT606	New Writing	20		A		A	A			A		A		A		A		A	A					A		A	A			A					

8. CRITERIA FOR ADMISSION

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

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 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. 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.

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