

Rose Bruford College
of Theatre & Performance

School of Performance

Bachelor of Arts (Honours)
Theatre Studies

Programme Specification
2018

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.

The University of Manchester validates the programmes taught at Rose Bruford College and as part of the validation process, the College is required to produce approved programme specifications for all the programmes that it offers.

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.

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.

*Adapted from QAA guidance to students on understanding courses
(<http://www.qaa.ac.uk/students/guides/UnderstandCourses.asp>)*

Rose Bruford College Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
N/a	BA (Hons)	Theatre Studies	Min 3 years Max 12 Years	By Online Learning

Intermediate Awards (Exit awards only)

Dip HE	Theatre Studies		By Online Learning
Cert HE	Theatre Studies		By Online Learning

Teaching Institution	Rose Bruford College
Awarding Institution	The University of Manchester
Programme Accreditation	
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 in England, Wales and Northern Ireland – August 2008 (FHEQ Levels 4-6) ii. The Code of Practice for the assurance of quality and standards in higher education iii. Guidelines for Preparing a Programme Specification (QAA) iv. Rose Bruford College Mission Statement v. Industry consultation

Date of original production:	1996
Date of current version:	March 2018

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2. AIMS OF THE PROGRAMME(S)

The programme aims to:

1	enable anyone who is interested in theatre, but who cannot free themselves from commitments where they work and live, to study for a degree in Theatre at their own pace from home;
2	provide opportunities for further study for those who wish to develop their present or future careers in relation to theatre or the arts, and for whom an education and qualification in their area of work is of particular value;
3	provide degree-level education for students at any stage of life who are interested in theatre, who wish to develop and extend their learning in this field;
4	enrich students' understanding and awareness of the importance of the theoretical, historical, and contextual aspects of studying theatre and performance;
5	provide a degree-level education in theatre that will prepare students if they wish to undertake more specialised work at postgraduate level;
6	enrich students' experience and appreciation of live theatre and production;
7	provide students with a range of generic and transferable skills in analysis, research, communication and argument.

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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:

Typical Standards (DDP Benchmark Statements: pp.19-20)		Benchmark
A1(L4)	locate historical and contextual strategies for the analysis of theatre;	DDP 7.12.1 DDP 7.12.5
A2 (L4)	identify the current working practices and institutional frameworks of contemporary theatre in Britain and abroad;	DDP 7.12.6 DDP 12.7.3
A3 (L5)	place theatre practitioners and theorists in historical and relative contexts;	DDP 7.12.2
A4 (L6)	demonstrate a critical knowledge and understanding of both mainstream and alternative traditions of theatre and performance, and an ability to locate these traditions in their diverse historical, social, political and artistic contexts;	DDP 7.12.1 DDP 7.12.2 DDP 7.12.3
A5 (L6)	demonstrate the necessary analytical skills to situate theatre and performance in relation to appropriate critical/theoretical discourses, and an understanding of the relationships between theory and practice;	DDP 7.12.3 DDP 7.12.6
A6 (L6)	demonstrate a broad and critical understanding of appropriate theatre arts – and the relationships between them in performance – and of the contribution of key practitioners;	DDP 7.12.2
A7 (L6)	demonstrate an informed awareness of the working contexts and organisation of historical and contemporary theatre production.	DDP 7.12.4 DDP 7.12.5



Learning & Teaching Processes (to allow you to achieve intended learning outcomes)
Online teaching materials and activities
Core Assignments in each taught module
Supervised Research Project - supported by tutorial contact
Tutorial contact through email, online webinars and tutorials, or telephone
[Full details of these learning and teaching processes are set out in your Programme Handbook and Induction Module.]

Assessment (of intended learning outcomes)
Self-assessment tasks supported by tutor responses
Research Project
Written Assignments
Coursework Portfolio and Reflective Journal
Presentations - online
[Details of assessment procedures and guidance on approaching assessment tasks are provided in your Assignment Briefings. Also see Section 4 of below.]

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B. Intellectual Skills

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

		Benchmark
B1 (L4)	identify and practise primary study skills and scholarly research methods;	DDP 7.13.5
B2 (L4)	identify specific models of theory and analysis appropriate for the study of theatre and performance, and begin to apply these in critical assessments;	DDP 7.13.1 DDP 7.13.3
B3 (L5)	identify and apply analytical approaches appropriate for systematic and in-depth historical and contextual inquiry;	DDP 7.13.6
B4 (L5)	assess judgements of taste and value in a range of critical approaches;	DDP 7.13.4
B5 (L5)	DEGREE LEVEL- plan and write reasoned responses to assignment briefings; HONOURS LEVEL - plan and write an independent research project on a chosen topic;	DDP 7.13.5
B6 (L6)	engage with, apply and integrate complex theoretical analyses in relation to primary and secondary material.	DDP 7.13.1 & 6



Learning & Teaching Processes
(to allow you to achieve intended learning outcomes)

Online teaching materials and activities

Core Assignments in each taught module

Supervised Research Project - supported by tutorial contact.

Tutorial contact through email, ~~online~~ webinars and tutorials, or telephone

[Full details of these learning and teaching processes are set out in your Programme Handbook and Induction Module.]



Assessment
(of intended learning outcomes)

Self-assessment tasks supported by tutor responses

Research Project

Written Assignments

Coursework Portfolio and Reflective Journal

Presentations – online

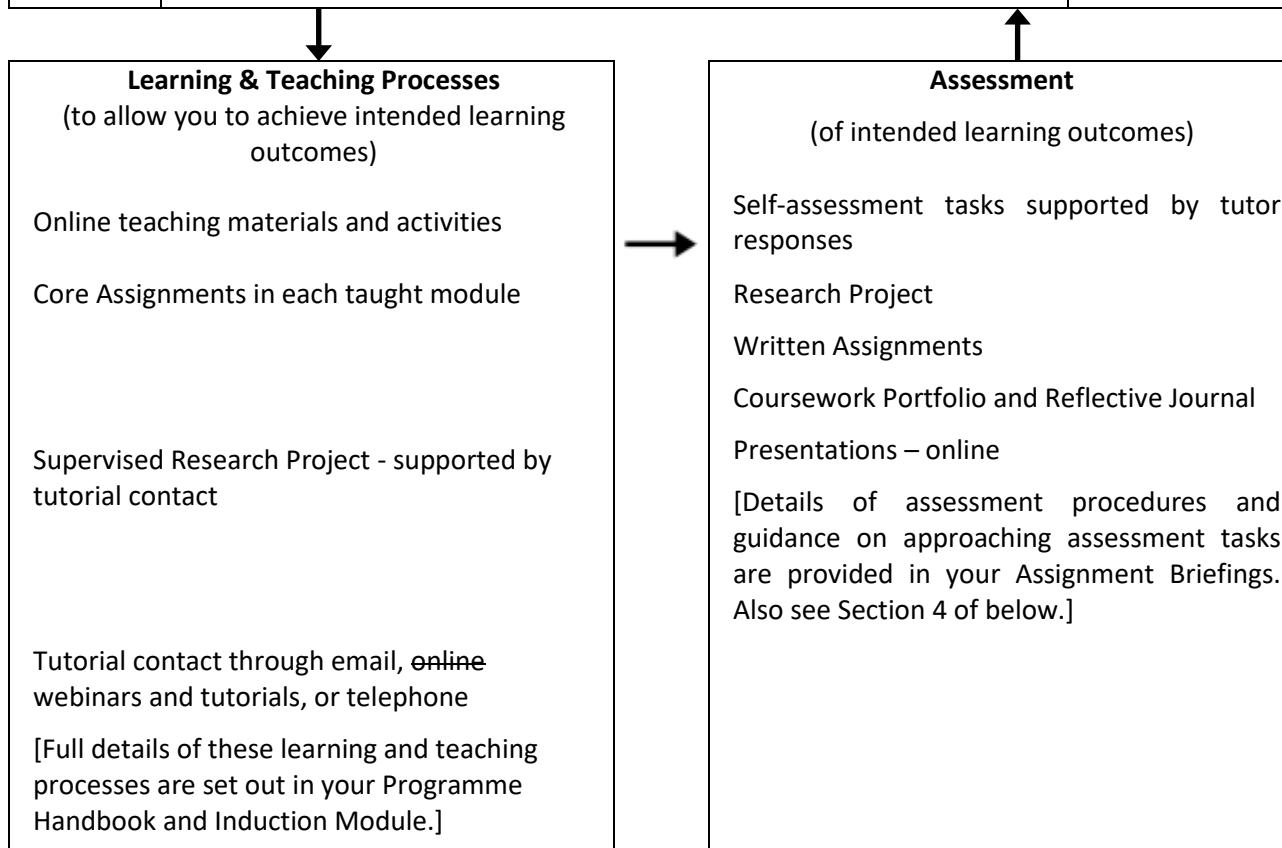
[Details of assessment procedures and guidance on approaching assessment tasks are provided in your Assignment Briefings. Also see Section 4 of below.]

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C. Practical Skills

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

		Benchmark
C1 (L4)	analyse a broad range of plays, genres, theatrical styles and movements/traditions in theatre and performance;	DDP 7.13.1
C2 (L4)	identify, apply and critique a variety of approaches to the interpretation of dramatic writing and performance;	DDP 7.13.3
C3 (L5)	undertake detailed comparative analyses of plays and approaches to theatre practice;	DDP 7.13.5
C4 (L6)	demonstrate specialised skills in comparative play analysis, close reading and performance analysis.	DDP 7.10. 1



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D. Transferable Skills/Personal Qualities (developmental across levels – see Section 6 below)

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

		Benchmark
D1 (L4)	respond to the terms of a designated assignment;	DDP 7.14.1 DDP 7.14.7
D2 (L4)	present a structured argument in written assignments;	DDP 7.14.6
D3 (L4)	engage in independent scholarly research and critical written analysis;	DDP 7.14.6 DDP 7.14.4
D4 (L4)	undertake a range of formal assessments to a variety of specified briefings (assignments, portfolios);	DDP 7.14.1
D5 (L4)	engage in critical self-assessment and present work with attention to scholarly modes of presentation;	DDP 7.14.4 DDP 7.14.5

D6 (L5)	respond to the precise terms of a designated assignment;	DDP 7.14.1 DDP 7.14.7
D7 (L5)	develop and apply skills of close analysis in research, critical writing and performance analysis;	DDP 7.14.6
D8 (L5)	locate and discuss primary material within historical and theoretical frameworks;	DDP 7.14.2
D9 (L5)	identify the theoretical assumptions informing their own work and the writings/practices of others;	DDP 7.14.6
D10 (L5)	make effective use of supporting primary and secondary evidence and demonstrate care over scholarly modes of presentation;	DDP 7.14.4 DDP 7.14.6

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D11 (L6)	formulate a comprehensive response to a designated assignment;	DDP 7.14.1 DDP 7.14.7
D12 (L6)	deploy advanced skills of critical, contextual, theoretical and performance analysis, and achieve the integration of these in written submissions;	DDP 7.14.6
D13 (L6)	demonstrate approaches to analytical inquiry which are discursive, associative and flexible rather than precisely chronological or historical;	DDP 7.14.2
D14 (L6)	maintain scholarly modes of presentation and approaches to referencing and bibliography.	DDP 7.14.1



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Learning & Teaching Processes
Online teaching materials and activities
Core Assignments in each taught module
Supervised Research Project - supported by tutorial contact:
Tutorial contact through email, online seminar webinars and tutorials, or telephone.
[Full details of these learning and teaching processes are set out in your Programme Handbook and Induction Module.]

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Assessment
Self-assessment tasks supported by tutor responses
Research Project
Written Assignments
Coursework Portfolio and Reflective Journal
Presentations – online
Practice-based tasks and reflective journals
 [Details of assessment procedures and guidance on approaching assessment tasks are provided in your Assignment Briefings. Also see Section 4 of below.]

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4. Portfolio of Modules and Credits

Code	Module Title	Credits	ECT
LEVEL 4 120 CREDITS			
Level 4: Core Studies (Obligatory)			
Strand 1	Theatres at Work		
TS401	The Industry in Context]	20	10
TS402	The Production in Process]	20	10
Strand 2	The Critical Audience		
TS403	Reading a Play	20	10
TS404	Ways of Talking about Theatre	20	10
Strand 3	Elements of the Performance		
TS405	Making Meaning]	20	10
TS406	Theatre in Context]	20	10
LEVEL 5 120 CREDITS			
Level 5 – Core Studies (Obligatory)			
Strand 1			
TS501	Naturalism	20	10
TS502	Shakespeare	20	10
Electives A. Co-requisite Modules (Elective)			
Strand 2	Playwrights		
TS503	The Playwright I]	20	10
TS504	The Playwright II]	20	10
Strand 3	The Director		
TS507	The Role of the Director]	20	10
TS508	The Director: Experiment, Vision and Collaboration]	20	10
Strand 4	The Actor and the Realist Tradition		
TS509	The Actor's Preparation]	20	10
TS510	The Actor in Context]	20	10
Strand 5	Musical Theatre: American Golden Age		
TS511	The Roots Through to Rodgers and Hammerstein]	20	10
TS512	The Integrated Musical Through to Sondheim]	20	10
Strand 6	Electives B: Standalone Modules		
TS515	Beyond the Stage: Space and Place	20	10
TS517	Performance Artists at Work	20	10
LEVEL 6 120 CREDITS			
Level 6 – Core Studies (Obligatory)			
TS601	Independent Research Project	40	20
TS602	Topics in Contemporary Theatre	20	10
Electives A: Co –requisites (Elective)			
	The Empire Acts Back		
TS605	Post-Colonial Theatres]	20	10
TS606	Black and Indigenous Theatres]	20	10

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Portfolio of Modules and Credits (continued/...):

Ancient Greek Theatre – History and Reception			
TS607	Translation and Transformation	20	10
TS608	Ancient Drama, Modern Stages	20	10
TS609	Beyond The Stage		
Brecht and the Epic Tradition in German Theatre			
TS611	Brecht the Practitioner	20	10
TS612	The Brechtian Legacy	20	10
Electives: B. Standalone Modules (Elective)			
TS613	Shakespeare in Performance	20	10
TS614	Theatre of the Absurd	20	10
TS616	Theatre Criticism	20	10

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Notes on Assessment

Exercises, tasks, and self-assessment questions are embedded in the module material and accompanied by input reading from the module writer/tutor. Your work on these elements will comprise your Coursework Portfolio.

You will also keep a Reflective Journal to apply the ideas taught in the module to case studies of your own choosing.

Each 20 credit module:

At Level 4 there are two assignments:

Written Assignment	40%
Coursework Portfolio, Journal and Webinars	60%

At Level 5 there are two assignments:

Written Assignment	60%
Coursework, Portfolio, Journal and Webinars	40%

At Level 6 there are two assignments.

Written Assignment	80%
Coursework Portfolio, Journal and Webinars	20%

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Written Assignments. All modules will include one formal, structured assignment option which is specifically focused on writing skills, research and referencing.

Assessment of your **Coursework Portfolio and Reflective Journal** takes into account your engagement with the module material and allows you to demonstrate competencies across a range of tasks and exercises. At Level 4 it plays a role in helping you develop important skills and good study habits and allows your tutor to guide your progress. At Level 5, it allows you to demonstrate your increasing competency with a range of types of task and fluency with transferable skills. At Level 6 you are expected to work independently on your coursework and demonstrate skills as a self-directed learner.

All assessment tasks are designed to suit the specific demands of each module. To ensure the tasks meet the independent learning outcomes and transferable skills, of the programme, of the level and the module each task is mapped against the programme framework to demonstrate its purpose. You will receive detailed feedback from your tutors on all submitted work and are encouraged at all times to be aware on how you are learning and the ways in which you will be assessed.

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- 5. Programme Structure

Level 4	
<p>All Level 4 modules are compulsory Students can opt to take between 40 and 120 credits in any one year Co-requisite modules are expected to be taken consecutively.</p>	
Possible routes:	
Semester 1	Semester 2
20 to 60 credits	20 to 60 credits
Level 5	
<p>TS501 and TS502 are compulsory and students can choose which to take first Students opt to take between 40 and 120 credits in one year Co-requisite modules are expected to be taken consecutively.</p>	
Semester 1	Semester 2
TS501 or TS502	TS501 or TS502
Plus up to 40 credits from electives	Plus up to 40 credits from electives
Level 6	
<p>Both TS601 and TS602 are compulsory for honours TS602 is compulsory for a Pass degree</p> <p>Students opt to take between 40 and 120 credits in one year Co-requisite modules are expected to be taken consecutively.</p>	
Semester 1	Semester 2
TS602 plus up to 20 credits from electives	Up to 40 credits from electives
TS601 (60 credits)	

As the programme is primarily designed to be studied part-time alongside other commitments, all students are guided on their choices based on their individual circumstances and available study time.

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Level	Intended learning outcomes
<p>Level 4 (Certificate of Higher Education)</p>	<p>By the end of Level 4 the student should be able to:</p> <ul style="list-style-type: none"> • identify and practise primary study skills and scholarly research methods; • identify specific models of theory and analysis appropriate for the study of theatre and performance, and begin to apply these in critical assessments; • locate historical and contextual strategies for the analysis of theatre; • identify the current working practices and institutional frameworks of contemporary theatre in Britain and abroad; • analyse a broad range of plays, genres, theatrical styles and movements/traditions in theatre and performance; • identify, apply and critique a variety of approaches to the interpretation of dramatic writing, for possible theatrical use.
<p>Level 5 (Diploma of Higher Education)</p>	<p>By the end of Level 5 the student should be able to:</p> <ul style="list-style-type: none"> • identify and apply analytical approaches appropriate for systematic and in-depth historical and contextual inquiry; • undertake detailed comparative analyses of plays and approaches to theatre practice; • place theatre practitioners and theorists in historical and relative contexts; • assess judgements of taste and value in a range of critical approaches.

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<p>Level 6 (Bachelor's Degree with Honours)</p>	<p>By the end of Level 6 the student should be able to:</p> <ul style="list-style-type: none"> • demonstrate a critical knowledge and understanding of both mainstream and alternative traditions of theatre and performance, and an ability to locate these traditions in their diverse historical, social, political and artistic contexts; • deploy the necessary analytical skills to situate theatre and performance in relation to appropriate critical/theoretical discourses, and an understanding of the relationships between theory and practice; • demonstrate a broad and critical understanding of appropriate theatre arts – and the relationships between them in performance – and of the contribution of key practitioners; • demonstrate an informed awareness of the working contexts and organisation of historical and contemporary theatre production; • plan and write an independent research project on a chosen topic; • engage with, apply and integrate complex theoretical analyses in relation to primary and secondary material; • demonstrate specialised skills in comparative play analysis. Close reading and performance analysis.
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Intermediate Level Awards

Students' circumstances may, for any number of reasons, prevent them from completing a full honours degree. For these students, the following exit awards are available and provide appropriate recognition of the study they have been able to complete:

Certificate in *Theatre Studies*

on completion of Level 4 (120 credits)

Diploma in *Theatre Studies*

on completion of Levels 4 and 5 (240 credits)

BA pass degree in *Theatre Studies*

on completion of Levels 4 and 5 and 60 credits at level 6 (300 credits)

Students wishing to complete a full honours degree (completion of Levels 4 and 5: 360 credits) are allowed a maximum of 10 years.

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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 will have access to your Induction Module at Registration. This module guides you through the programme and the key documents associated with it and introduces the VLE.
- Each module throughout the programme is introduced with a Preparatory Unit.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- You will receive written feedback on all assessment tasks which will provide directives for future work.
- Tutors will select teaching and assessment tools that support you at each stage of your learning and the particular demands of each module.

At the College level:

- A welfare advisor and 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.
- Your Induction Module introduces you to the Learning Resources Centre (LRC), and e-tutorials are available on study and research skills.
- On-going study support is provided through one-to-one tutorials with a specialist tutor, and through on-line support materials.
- Some modules involve informal theatre or company attachments. These are coordinated by the module tutor.

Technical Support:

- You are required to have access to a modern computer a web camera, headset and microphone (if your computer does not have in-built microphone and speakers) and the full access to the internet
- Moodle User System Requirements are distributed with the initial programme information pack and you will be alerted of subsequent updates.
- Guidance tutorials for Mac-users and other aspects of technical support are available on the study support section of the VLE.
- You must have the resources to open, edit and create documents compatible with Microsoft Office (either your own copy of Microsoft Office or compatible software such as [OpenOffice](#)).
- The College will provide support on the use of the VLE, College webmail and other in-house platforms; but this support does not extend to third-party software or devices, e.g. your own computer.

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Progress and Development:

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 knowledge of theatre and performance practices.

At Level 5, modules are more complex and demand greater personal responsibility; associated ~~online~~ webinars will both guide you through your studies and encourage reflection and contextualisation.

At Level 6, you are expected to be a self-directed learner; again regular ~~online~~ webinars associated with specific modules or units will guide you and ensure that your learning is appropriately contextualised.

Through all three levels, you are encouraged to recognise the transferable skills exercised through your studies and become aware of these as contributors to your individual and professional development and employability.

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

(A = Skills assessed within the module)

LEVEL 4		Knowledge and Understanding							Intellectual Skills						Practical Skills				Transferable Skills															
Code	Module Title	Cr	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	
	Core Studies (Obligatory)																																	
	Theatres at Work																																	
TS401	Industry and Context	20	A	A						A	A					A	A			A	A	A	A	A										
TS402	The Production Process	20	A	A						A	A					A	A			A	A	A	A	A										
	The Critical Audience																																	
TS403	Reading A Play	20	A	A						A	A					A	A			A	A	A	A	A										
TS404	Ways of Talking About Theatre	20	A	A						A	A					A	A			A	A	A	A	A										
	Elements of the Performance																																	
TS405	Making Meaning	20	A	A						A	A					A	A			A	A	A	A	A										
TS406	Theatre in Contexts	20	A	A						A	A					A	A			A	A	A	A	A										

LEVEL 5		Knowledge and Understanding							Intellectual Skills						Practical Skills				Transferable Skills																	
Code	Module Title	Cr	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14			
Core Studies (Obligatory)																																				
TS501	Naturalism	20			A							A	A					A								A	A	A	A	A						
TS502	Shakespeare	20			A							A	A					A								A	A	A	A	A						
Co-requisite Modules (Elective)																																				
The Playwright																																				
TS503	The Playwright I: British and Irish	20			A							A	A					A								A	A	A	A	A						
TS504	The Playwright II: American	20			A							A	A					A								A	A	A	A	A						
The Director																																				
TS507	The Role of the Director	20			A							A	A					A								A	A	A	A	A						
TS508	Experiment, Vision and Collaboration	20			A							A	A					A								A	A	A	A	A						
The Actor and the Realist Tradition																																				
TS509	The Actor's Preparation	20			A							A	A					A								A	A	A	A	A						
TS510	The Actor in Context	20			A							A	A					A								A	A	A	A	A						
Musical Theatre (American Golden Age)																																				
TS511	The Roots through to Rodgers and Hammerstein	20			A							A	A					A								A	A	A	A	A						
TS512	The Integrated Musical Through to Sondheim	20			A							A	A					A								A	A	A	A	A						
Standalone Modules (Elective)																																				
TS516	Space and Place: Beyond the Stage	20			A							A	A					A								A	A	A	A	A						
TS517	Performance Artists at Work	20			A							A	A					A								A	A	A	A	A						

LEVEL 6		Knowledge and Understanding							Intellectual Skills						Practical Skills				Transferable Skills																
Code	Module Title	Cr	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14		
Core Studies (Obligatory)																																			
TS601	Independent Research Project	20				A	A	A	A					A	A				A													A	A	A	A
TS602	Topics in Contemporary Theatre	20				A	A	A	A					A	A				A												A	A	A	A	
Co-requisite Modules (Elective)																																			
The Empire Acts Back																																			
TS605	Post-Colonial Theatres	20				A	A	A	A					A	A				A												A	A	A	A	
TS606	Black and Indigenous Theatres	20				A	A	A	A					A	A				A												A	A	A	A	
Ancient Greek Theatre- History and Reception																																			
TS607	Translations and Transformation	20				A	A	A	A					A	A				A												A	A	A	A	
TS608	Ancient Drama, Modern Stages	20				A	A	A	A					A	A				A												A	A	A	A	
Beyond the Stage																																			
TS610	Anthropology, Politics, Performance Art	20				A	A	A	A					A	A				A												A	A	A	A	
Brecht & the Epic Tradition in German Theatre																																			
TS611	Brecht the Practitioner	20				A	A	A	A					A	A				A												A	A	A	A	
TS612	The Brechtian Legacy	20				A	A	A	A					A	A				A												A	A	A	A	
Standalone Modules (Elective)																																			
TS613	Shakespeare in Performance	20				A	A	A	A					A	A				A												A	A	A	A	
TS614	Theatre of the Absurd	20				A	A	A	A					A	A				A												A	A	A	A	
TS616	Theatre Criticism	20				A	A	A	A					A	A				A												A	A	A	A	

8. CRITERIA FOR ADMISSION

Every application is considered on its own merits. Students apply to study full time will have 96 UCAS credits or equivalent. For the Part-time Route, consideration is given to applicants with non-standard entry qualifications.

9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Part-time Undergraduate Academic Regulations Section 5.

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.

Proposed programme revisions that constitute minor amendments are considered at programme committees prior to their further examination at the College's Learning, Quality and Standards Committee, which is a sub-committee of Academic Board.

Minor amendments are normally revisions to the programme specifications, module specifications or curriculum detail. Minor amendments to the programme are considered by the Learning, Quality and Standards Committee and Academic Board. Once approved, the documentation is updated, and distributed.

Major modifications are changes that could have a significant impact on the programme including change of programme title, changes that affect the programme aims or the intended learning outcomes, and adding or changing of modules, particularly in regard to assessment. –