Rose Bruford College
Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Virtual Theatre and Digital Experiences	3 Years	Full Time

Intermediate Awards (Exit awards only)

Dip HE	Virtual Theatre and Digital Experiences	2 Years	Full Time
Cert HE	Virtual Theatre and Digital Experiences	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
Programme Accreditation	
Relevant QAA subject benchmark(s)	Dance, Drama and Performance 2015 (DDP)
Other Points of Reference	i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Guidelines for Preparing a Programme Specification (QAA) iii. The statement of characteristics of RBC programmes in the L&T strategy: http://vle.bruford.ac.uk/mod/resource/view.php?id=31732 iv. Development Events, with Industry and Graduate consultation

2. STATEMENT

The Virtual Theatre and Digital Experiences Programme at Rose Bruford College

The BA (Hons) Virtual Theatre and Digital Experiences is a three-year course which has been developed in consultation with industry partners to create a cutting edge, distinctive programme offering specialist training and education for those wishing to work as digital theatre makers and creative technologists at the intersection between theatre and digital media. The course follows the ethos of the College in that it places collaboration at the heart of learning, preparing you for work in the industry.

The BA (Hons) Virtual Theatre and Digital Experiences teaches you how to create theatrical experiences within XR: virtual reality, augmented reality and mixed reality (which is a form of augmented reality which reacts to the live environment). These may include virtual reality used within a live performance, 4D immersive digital experiences (which uses integrated sensory technology), performances told entirely through XR or even delivering live productions into mediums not previously considered to be a platform for live performance, such as gaming, web and apps.

The above technology has a range of artistic and commercial applications, ranging from cutting edge theatre productions which give the audience agency within the story and/or include non-linear forms of narration, to theatrical productions inside games such as Fortnight, theme parks and other audience participatory experiences, educational experiences, and cultural and heritage experiences.

You will acquire 2D and 3D design and animation skills, and be able to create delivery systems and implement and operate them. You will develop an understanding of theatre and film production contexts so that you are able to conceive innovative project concepts, and write, produce and direct or implement them, or work with colleagues who write, produce or direct these projects.

To support the creation of digital systems, computer development, you will be taught to use basic programming and app development which may be used to respond to creative challenges in a production, for example allowing images or text to holographically map to a moving object or allow positional data of users to be tracked to drive live lighting or video content.

The course will be taught by academic staff, technical specialists and industry professionals, and will offer placements and a range of practical projects, in line Rose Bruford College's Learning, Teaching and Student Support Strategy.

As a graduates, you will be equipped to work in a range of occupations, for example as a digital theatre maker, concept artist, creative technologist or art director.

The programme sits within the School of Design, Management and Technical Arts (DMTA), which provides many opportunities for collaboration on projects, events and performances. This unique multi-disciplinary context is a key contribution to the rich experience that the BA (Hons) Virtual Theatre and Digital Experiences offers.

3. AIMS OF THE PROGRAMME

As a student and future graduate of the School of Design, Management and Technical Arts, our ambition is for you to…

…seek to make a positive difference to those around you, by working collaboratively to create value

…be curious, creative and take responsibility for your own life-long learning

…be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

…respect and value diversity and difference, showing tolerance and understanding

The BA (Hons) Virtual Theatre and Digital Experiences programme aims to:

1. Develop your understanding of the emerging virtual theatre and digital experiences sector from a creative, aesthetic and technical perspective;
2. Teach you the fundamentals of 3D animation, realtime engines and immersive

technologies, enabling you to create digital experiences

3. Prepare you not merely to respond to the challenges of a rapidly changing technological environment, but to actively contribute to that change;
4. Enable you to become an adaptable, reflective practitioner;
5. Encourage you to become a confident, enterprising and resourceful professional, able to engage with and innovate within the broadest possible range of fields;
6. Develop your creative, digital, technical and organisational skills;
7. Give you an understanding of virtual theatre and interactive media in their cultural, artistic, technical, theoretical and business contexts whilst developing your critical and analytical skills.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning themes

The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a maker of virtual theatre and designer of digital experiences. The programme is designed to help you develop these abilities.

The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.

Learning and teaching processes

The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes.

The specific learning and teaching processes for each module are described in the module specifications.

Assessment

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Curriculum content

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills and knowledge, all relevant to the work of the virtual theatre maker and designer of digital experiences, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies, and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action. At the end of the programme, the Learning Themes will form the basis for a summative transcript, in addition to your module marks and associated credit.

Your success on your programme and as a Maker of Virtual Theatre and Designer of Digital experiences will depend on your ability to…

1. **Creativity**

   …make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

2. **Organisation & collaboration**

   …organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

3. **Communication**

   …articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

4. **Professional practice & competences**

   …show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

5. **Research & knowledge skills**

   …investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

6. **Understanding Context**

   …recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains

7. **Reflection & learning**

   …show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both 'think' and 'do'.

Lectures and seminars deliver basic principles and knowledge that underpin practical audio work. You will consolidate this through independent study.

You will contextualise your learning in practical projects, work-based learning opportunities, practical skill application, written assignments and presentations. In addition, you will have the opportunity to participate in productions and events in a variety of venues with a public audience.

Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies.

The specific learning and teaching methods for each module are described in the module specifications.

7. CURRICULUM CONTENT

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. The programme is designed to be broad-based and flexible, so that as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements. At Level 4, you acquire basic 2D and 3D software and design skills and learn about realtime engines and immersive technologies. You also learn about the theories of VR and AR, and system design and operation. At Level 5, you study industry and project workflows and learn a range of professional skills. You take full responsibility for a role as part of a team to design, build and implement an immersive experience. At Level 6, you study an aspect of the industry which is relevant to you, develop your own specialist practice and complete a research project.

The different strands running through the programme are complemented by a further strand, shared with all programmes in the School of DMTA. This focuses on developing your understanding of events and performance in their wider context, collaborative working across disciplines, and research: *The Practitioner in Context* at level 4, *The Sustainable Practitioner* at level 5, and the *Independent Research Project* at level 6.

8. ASSESSMENT

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Assessment is done through a combination of practical projects, presentations and written submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

Some projects deliberately have built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.

In addition, some skills-based technical competencies are assessed on a pass/fail basis for one module at level 4, setting set a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Grading descriptors

Grade	Short descriptor	Full descriptor	Associated language
A1 (95%)	Excellent in all respects - exceptional	• The work produced is exceptional in most / all aspects, substantially exceeding expectations • Work that may achieve or be close to publishable standard and / or which questions / challenges prevailing paradigms	Accomplished, authoritative, creative, exceptional, exciting, exhaustive, illuminating, insightful, inspiring, outstanding, profound
A2 (85%)	Excellent in almost all respects, outstanding but not exceptional	• The work produced exceeds expectations • Work that may be close to publishable standard and / or which begins to question / challenge prevailing paradigms	Ambitious, critical, extensive, meticulous, original, penetrating, persuasive, reflective, unexpected
A3 (75%)	Excellent in most respects	• Able to integrate the various component elements of the task • Able to perform multiple complex tasks / roles • Able to generalise based on a thorough and critical analysis the information available • Able to develop and sustain a personal judgement / perspective which extends beyond the limits of the task / role • Includes creative and original elements / approaches	Comprehensive, convincing, discerning, perceptive, precise, rigorous, skilful, sophisticated

B (65%)	Good or very good, in most respects	• Demonstrates a broad understanding of the subject • Able to critically analyse and integrate a range of key / relevant aspects into a coherent whole • Able to perform / engage in various aspects of the task / role concurrently as part of a planned approach to the work	Analytical, careful, confident, detailed, efficient, fluent, intelligent, judicious, purposeful, shrewd, systematic, thoughtful
C (55%)	Satisfactory - competent but no more	• Focusses on and demonstrates understanding of several key / relevant aspects, but these are treated in isolation – there is little or no recognition of (inter) dependencies • Able to describe or otherwise articulate tasks or perform serial skills as required by the task / role (as in a task list) but not necessarily understand their context or how they relate or link	accurate, clear, coherent, competent, consistent, disciplined, intuitive, organized, questioning, rational, responsive
D (45%)	Just sufficient to pass	• Focusses on one or a very limited number of aspects of the subject • Able to identify issues and complete task at the simple / procedural level • The response to the task / role is relevant but limited in range.	basic, descriptive, explanatory, identifies, limited, minimal, mostly, occasionally, reasonable, sufficient
E (35%)	Compensatable fail – not quite sufficient to pass	• The student has only understood the subject area at a basic / elementary / rudimentary / fragmentary level • Often misses the point and uses simplistic ways of thinking and articulating • The task has either not been attempted properly or is significantly deficient in some way • In undertaking the task / role the student does not adequately address the problem / situation or theme of enquiry	contradictory, derivative, detrimental, inadequate, incomplete, inconsistent, irrelevant, lacking, poor, superficial, weak
F1 (25%)	Weak, with some attempt made but clearly insufficient	• Some attempt at the task, but clearly insufficient • Work mostly of little merit • Some work relevant to the brief, but clearly insufficient	erroneous, extremely limited, formless, inappropriate, incoherent, insufficient, lacking, missing, misunderstood, non-existent, unstructured, vacuous
F2 (15%)	Poor, with little attempt made	• Little attempt at the task • Work of very little merit • Mostly irrelevant to the brief	
F3 (5%)	Very Poor, no or minimal attempt made	• No serious attempt at the task • Work of no merit • Completely irrelevant to the brief	

9. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
VTDE401	Fundamentals of 3D Art	**40**	**20**
VTDE402	Realtime Technologies and Applications	**40**	**20**
DMT411LT	The Practitioner in Context	**40**	**20**
Level 5			
VTDE501	Design, Story, Audiences	**30**	**15**
VTDE502	Interaction: Physical meets Digital	**30**	**15**
VTDE503	Making Digital Experiences	**40**	**20**
DMT511LT	The Sustainable Practitioner	**20**	**10**
Level 6			
DMT621LT or DMT622LT	Independent Research Project (Practice Research or Dissertation)	**40**	**20**
VTDE602	Specialist Practice	**40**	**20**
VTDE603	Professional Preparation and Practice	**40**	**20**

Programme Structure

Level 4		
Term 1	**Term 2**	**Term 3**
VTDE401 Fundamentals of 3D Art (taken over the course of the year)		
VTDE402 Realtime Technologies and Applications (taken over the course of the year)		
DMT411LT The Practitioner in Context (taken over the course of the year)		
Level 5		
Term 1	**Term 2**	**Term 3**
VTDE501 Design, Story, Audiences (Terms 1 and 2)		
VTDE502 Interaction: Physical meets Digital (Terms 1 and 2)		
		VTDE503 Making Digital Experiences (Term 3)
DMT511LT The Sustainable Practitioner (taken over the course of the year)		
Level 6		
Term 1	**Term 2**	**Term 3**
DMT621LT/DMT622LT Independent Research Project - Practice Research or Dissertation (taken over the course of the year)		
VTDE602 Specialist Practice (taken over the course of the year)		
VTDE603 Professional Preparation and Practice (taken over the course of the year)		

10. 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 leader.
- 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 summative 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:

- Student counsellors are available to all students via student services.
- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Study support is available, including specialist dyslexia and ESOL support.
- 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 ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorials, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, 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 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 guided in developing core skills and a critical and aesthetic framework.
- At Level 5, you will develop your work and begin to integrate it into a simulated production context. You will take on practical projects in either simulated or real-life professional projects and productions and develop a greater sense of personal and professional responsibility.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. Regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.
- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

11. CURRICULUM MAP OF MODULES AGAINST LEARNING THEMES OF THE PROGRAMME

Module	Level 4				Level 5					Level 6						Final	
	VTDE401	VTDE402	DMT411LT	Weighted average for level 4	VTDE501	VTDE502	VTDE503	DMT511LT	Weighted average for level 5	VTDE602	VTDE603	DMT621LT (practice-based)	DMT621LT (dissertation)	Weighted average for level 6 (practice-based)	Weighted average for level 6 (dissertation)	Weighted average for degree (practice-based)	Weighted average for degree (dissertation)
Credits	40	40	40	120	30	30	40	20	120	40	40	40	40	120	120	360	360
1. Creativity	30%		10%	13%	30%	20%	30%		23%	30%		10%		13%	10%	15%	13%
2. Organisation & collaboration	15%	20%	10%	15%	35%		30%	15%	21%	15%		10%		8%	5%	11%	8%
3. Communication			15%	5%	35%		10%	20%	15%		30%	20%	25%	17%	18%	16%	18%
4. Professional practice & competences	20%	50%	40%	37%		20%	20%	15%	14%	40%		10%	15%	17%	18%	16%	18%
5. Research & knowledge skills	15%		20%	12%		20%		20%	8%		20%	20%	35%	13%	18%	12%	16%
6. Understanding context	10%	15%	20%	15%		20%		30%	10%		30%	20%	20%	17%	17%	15%	15%
7. Reflection & learning	10%	15%	15%	13%		20%	10%		8%	15%	20%	10%	5%	15%	13%	14%	12%

12. CRITERIA FOR ADMISSION

Please refer to the College Full-time Undergraduate Academic Regulations

13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Full-time Undergraduate Academic Regulations

14. MECHANISM FOR PROGRAMME REVISION

Please refer to the College Academic Monitoring and Review Overview and associated documents

15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The BA (Hons) Virtual Theatre and Digital Experiences Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance (DDP). The benchmark statements underpin the programme's Learning Themes as shown below:

1. **Creativity**
   …make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

   - DDP 7.12 viii demonstrate comprehension and creative and intelligent understanding of group and collective processes
   - DDP 7.12 ix demonstrate comprehension and creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment
   - DDP 7.12 x demonstrate comprehension and creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines

2. **Organisation & collaboration**
   …organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

   - DDP 7.14 iii be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work
   - DDP 7.14 iv be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others
   - DDP 7.14 v have developed the ability to constructively and effectively manage creative, personal and interpersonal issues

3. **Communication**
   …articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

- DDP 7.14 vii have acquired and developed appropriate information technology skills, and have developed considerable awareness of their application and potential within the field of study.

4. **Professional practice & competences**
   …show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

- DDP 7.12 i demonstrate comprehension and creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- DDP 7.12 ii demonstrate comprehension and creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented
- DDP 7.12 vii demonstrate comprehension and intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance
- DDP 7.12 xi demonstrate comprehension and intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.
- DDP 7.13 i engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance
- DDP 7.13 ii engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance
- DDP 7.13 iii engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods

5. **Research & knowledge skills**
   …investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

- DDP 7.13 iv engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
- DDP 7.14 i have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
- DDP 7.14 ii have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life
- DDP 7.14 vi have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance

6. **Understanding Context**
   …recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains

- DDP 7.12 iii demonstrate comprehension and intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
- DDP 7.12 iv demonstrate comprehension and intelligent engagement with key

practitioners and practices and/or theorists and their cultural and/or historical contexts

- DDP 7.12 v demonstrate comprehension and creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings
- DDP 7.12 vi demonstrate comprehension and intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study

7. **Reflection & learning**
   …show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

- DDP 7.13 v identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.

16.   APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 **(Certificate of** **Higher Education)**	To successfully complete level 4 (QAA Framework 4.10.1 Certificate of Higher Education), you will need to have a sound knowledge of the basic concepts of virtual theatre and digital experience design. You will need to be able to take different approaches to solving problems and to communicate accurately. You will have to show the qualities needed for employment requiring the exercise of some personal responsibility. You will have shown you can: • identify key principles and concepts informing the discipline of virtual theatre and digital experience design • employ basic techniques, practices and processes • form arguments and make judgements in accordance with basic theories and concepts • communicate ideas clearly • develop personal and transferable skills suitable for employment • exercise growing personal responsibility for your development
Level 5 **(Diploma of Higher** **Education)**	To successfully complete level 5 (QAA Framework 4.12.2 Diploma of Higher Education), you will have to develop a sound understanding of the principles of virtual theatre and digital experience design and show you can apply those principles more widely. You will need to be able to evaluate the appropriateness of different approaches to solving problems. You will have to show the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. You will have shown you can: • engage critically with the principles and concepts involved in virtual theatre and digital experience design • place those principles within critical contexts • employ appropriate techniques, practices and processes • demonstrate the ability to assess the appropriateness of approaches to given situations • form and present complex arguments using different forms of communication • demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility • demonstrate an awareness of issues related to sustainability and the environment within the performance and related industries
Level 6 **(Bachelor's Degree** **with Honours)**	To successfully complete level 6 (QAA Framework 4.15.1 Bachelor's Degree with Honours), you will have to show an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline. You will need to be able to demonstrate analytical techniques and problem-solving skills that can be applied in many types of employment. You will need to be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. In addition (QAA Framework 4.15.2), you will have to show the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

	You will have shown you can:
	- engage with and analyse the principles and concepts involved in virtual theatre and digital experience design - employ advanced techniques, practices and processes - reflect critically on your own performance within a professional context, relating it to the work of others and your development as an adaptable practitioner - demonstrate readiness for the world of work and an understanding of the contexts within which your chosen field exists - complete a major research project relevant to virtual theatre and digital experiences

Date of original production:	Validated October 2019
Date of current version:	December 2019