

Rose Bruford College
Undergraduate Programme Specification



School of Performance, Design & Technical Arts

Bachelor of Arts (Honours)
Contemporary and Popular
Performance

Programme Specification
January 2022

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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.

The College produces 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. 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.

Rose Bruford College Undergraduate Programme Specification

| | |
|--|---|
| Teaching Institution | Rose Bruford College of Theatre & Performance Tramshed |
| Awarding Institution | Rose Bruford College of Theatre & Performance |
| External Examiner | |
| Programme Accreditation | |
| Relevant QAA subject benchmark(s) | Dance, Drama and Performance (2019) |
| Other Points of Reference | |

1. GENERAL INFORMATION

| UCAS Code | Name of Final Award | Programme Title | Duration | Mode of study |
|-----------|---------------------|--------------------------------------|----------|---------------|
| | BA (Hons) | Contemporary And Popular Performance | 3 Years | Full Time |

Intermediate Awards

| | | | |
|---------|--------------------------------------|---------|-----------|
| Dip HE | Contemporary And Popular Performance | 2 Years | Full Time |
| Cert HE | Contemporary And Popular Performance | 1 Year | Full Time |

2. AIMS OF THE PROGRAMME(S)

Contemporary and Popular Performance will guide and support your development towards a professional career in the cultural industries. This development will be based on nurturing your abilities and confidence as a popular arts practitioner, theatre-maker, change-maker and producer who can create and support artistic, popular and community-engaged projects that shape our world in new and necessary ways.

Some of today's most impactful and renowned artists and producers are those creating performance work which can speak to wider diverse audiences, referencing popular culture and are rigorously engaged with and accountable to their communities. Impactful and leading artists of our times benefit from high quality performance skills and are innovative in technique and storytelling abilities, their practice strategically built for maximum effect and affect. Programme staff, visiting artists, designers and producers, and professionals across the UK working in the field of popular performance and social change will work closely with you on developing the practical, analytic and creative skills you may require in order to produce and execute original and inspiring contemporary and social change-related performance work, popular and change-making events and campaigns, as well as the paperwork and strategic plans that facilitate all. Your training will reflect the shape of today's creative industries by focusing on the potential for performance, theatre and art to effect change inside communities, bringing the worlds of popular entertainment, contemporary performance and socially-engaged practice, production and theatre-making into productive dialogue.

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Throughout your time on the programme, we will work closely with you to develop your creative and practical skills and ambitions, so you can become a confident, enterprising and resourceful performer and artist, producer and change-maker.

The programme aims to:

| | |
|------------|--|
| 01. | develop you as an artistic creator of contemporary and popular performance and a change-maker with a comprehensive grounding in the skills of theatre and performance making and creative producing, who can respond to the rapidly-changing theatre and cultural industries |
| 02. | give you an understanding of contemporary and popular performance in its artistic, business, cultural, social, ethical, political, historical and theoretical contexts |
| 03. | give you the artistic, technical and organisational skills appropriate to the contemporary performance practitioner |
| 04. | develop your independent and collaborative skills in research, critical awareness and analysis. |
| 05. | enable you to become a response and reflective practitioner |
| 06. | enable you to make an effective, responsive and innovative contribution to the creative and cultural industries, and wider society |
| 07. | enable you to work collaboratively with practitioners from other disciplines |

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

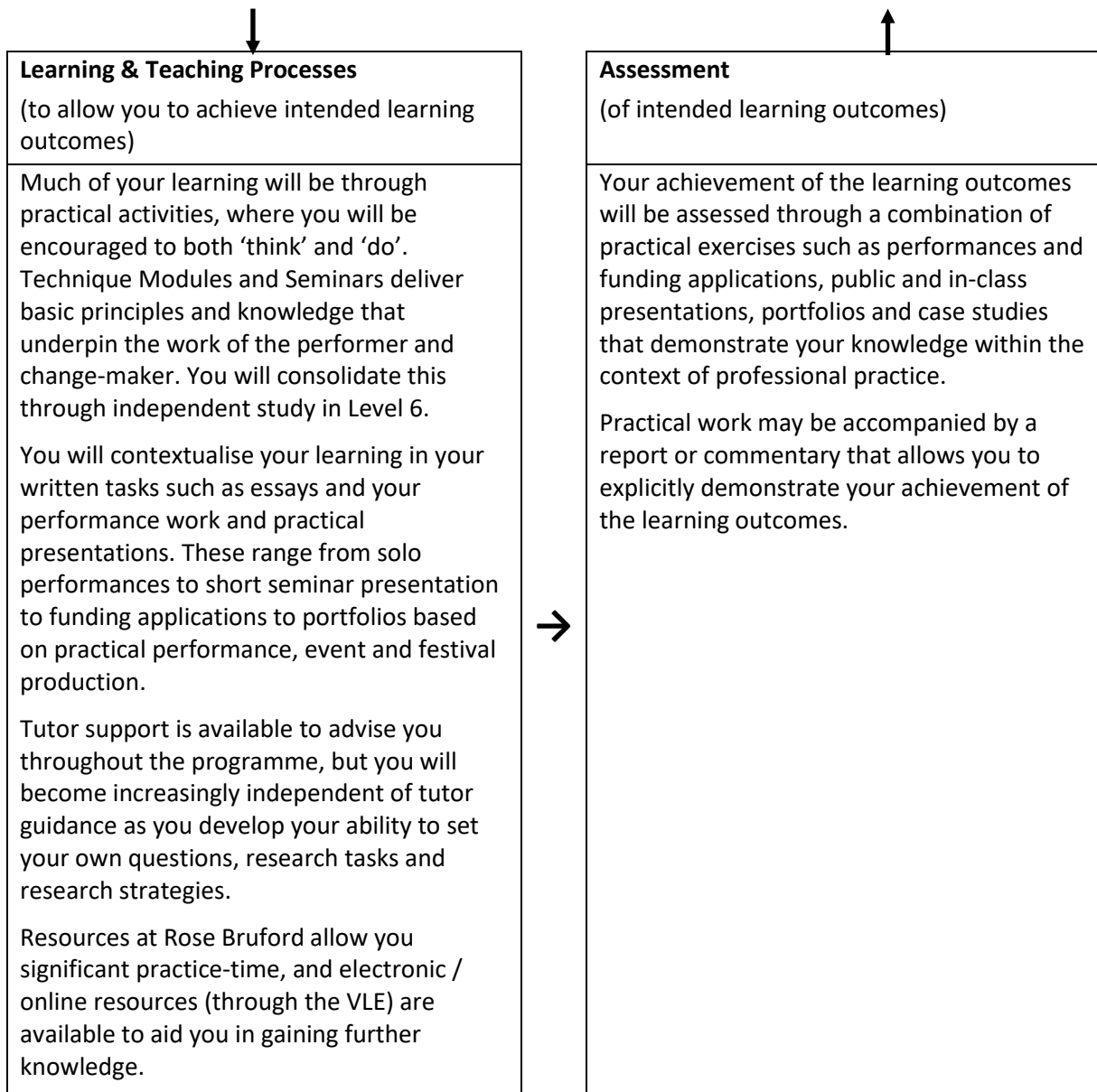
A. Knowledge and Understanding

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

| | | Benchmark |
|-----|--|-------------|
| A1. | engage in the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms | DDP 7.10.i |
| A2. | communicate, perform and present with the ability to articulate and communicate ideas and information in a variety of forms, as appropriate to content | DDP 7.11.vi |
| A3. | collaborate on the creation of work including, for example, devised performances, local campaigns, events and research. | DDP 4.3.vii |
| A4. | identify and employ a range of performance, social change and critical theories and traditions | DDP 4.2.v |
| A5. | understand group dynamics and professional practice to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals | DDP 5.8.ii |

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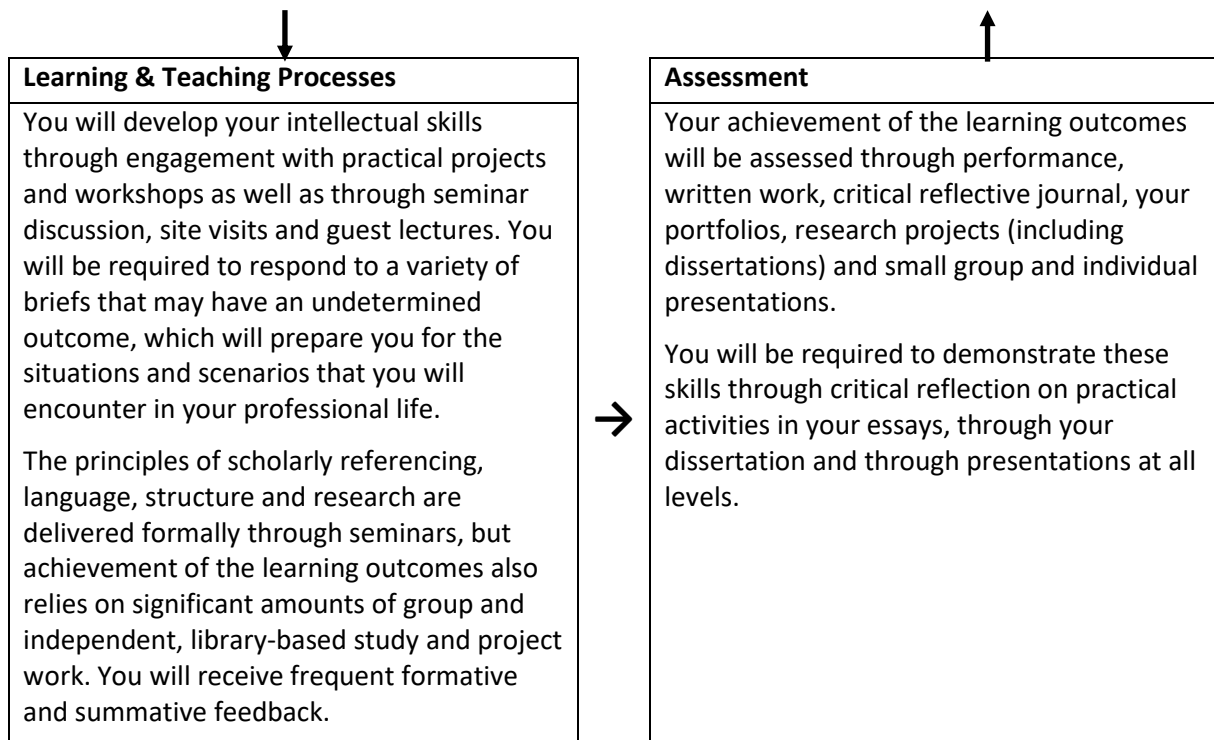


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B. Intellectual Skills

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

| | | Benchmark |
|-----|--|------------|
| B1. | describe, theorise, interpret and evaluate performances, movements, interventions and events from a range of critical and technical perspectives and using appropriate subject-specific vocabularies | DPP 5.3.i |
| B2. | understanding the ways in which performance originates, is constructed, circulated and received; particularly when through 'embodied knowledge' and 'practice research' | DPP 3.2.i |
| B3. | operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments | DPP 5.7.i |
| B4. | engage interdisciplinary approaches and understand different theories or paradigms of knowledge | DPP 5.7.iv |

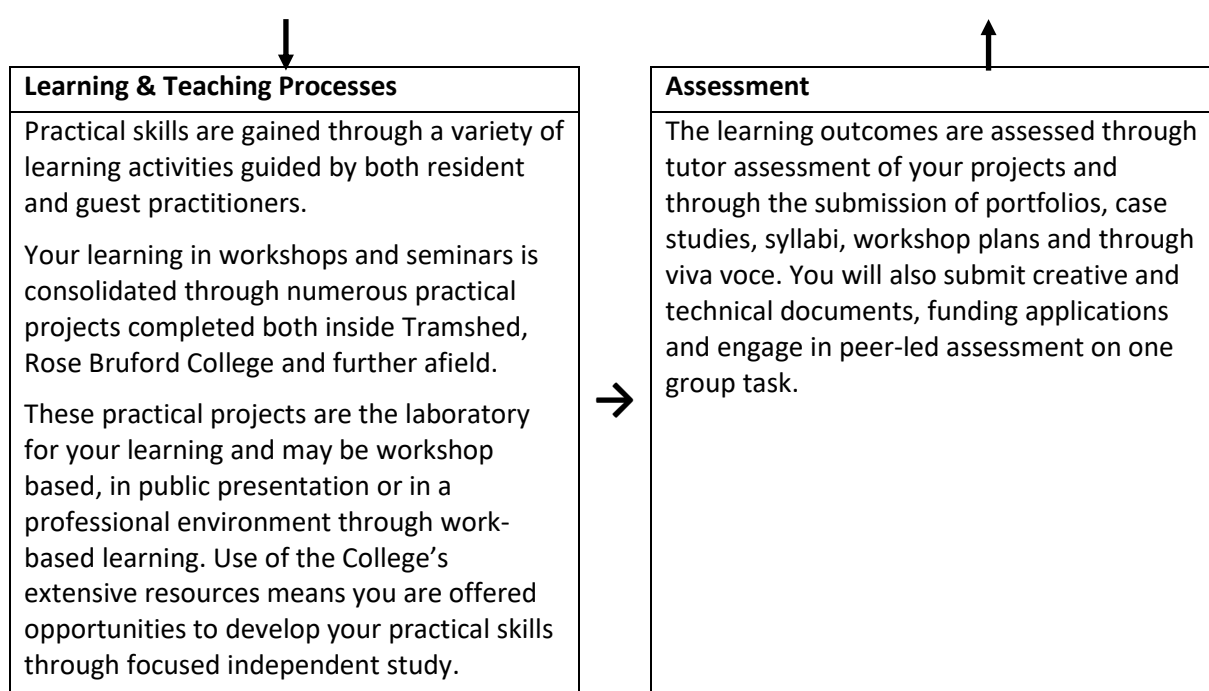


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C. Practical Skills

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

| | | Benchmark |
|-----|--|------------|
| C1. | demonstrate an appropriate level of competence in a range of performance, design, production and presentation skills appropriate to the contemporary performance practitioner and change-maker | DPP 5.2.i |
| C2. | demonstrate the application of theory to practice within performance | DPP 6.4 |
| C3. | produce written work with appropriate scholarly and professional registers/conventions, particularly in relation to funding applications and strategic planning | DPP 5.9.ii |
| C4. | consider, acknowledge and respect diverse opinions and the social, cultural and ideological positions from which they arise | DPP 5.8.v |
| C5. | understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals | DPP 5.8.ii |

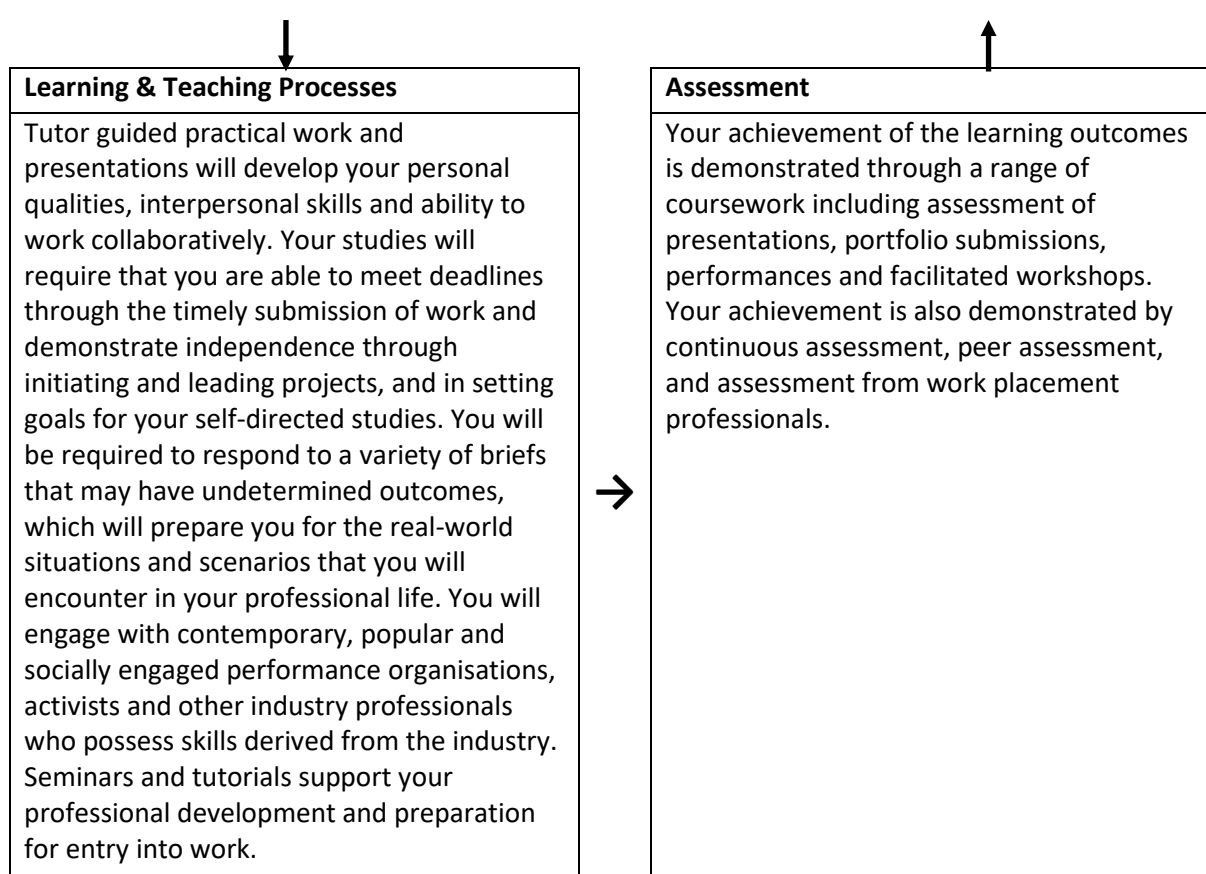


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D. Transferable Skills/Personal Qualities

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

| | | Benchmark |
|-----|--|-------------|
| D1. | work independently, show initiative and set your own deadlines | DPP 5.2.vii |
| D2. | employ a range of interpersonal skills and demonstrate an ability to listen and respond to the ideas of others | DPP 5.8.iii |
| D3. | present ideas, concepts and plans using communication techniques appropriate to the intended audience | DPP 7.11.vi |
| D4. | take full responsibility for your own learning strategy | DPP 5.2.vii |
| D5. | be innovative in problem solving and decision making | DPP 5.8.i |



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4. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

| Module Code | Module Title | Credits | ECT Credits |
|--------------------|---|----------------|--------------------|
| Level 4 | | | |
| CPP401 | Creating Contemporary and Popular Performance (Skill, Devising and Context) I | 40 | |
| TSC410 | Activating Change I | 40 | |
| TSC421 | Producing Change I: London & Social Change | 20 | |
| TSC422 | Producing Change II: Producing on paper & in Practice | 20 | |
| Level 5 | | | |
| CPP501 | Creating Contemporary and Popular Performance (Skill, Devising and Context) II | 40 | |
| TSC510 | Activating Change II | 40 | |
| CPP521 | Producing Change III: Short Work Placements | 20 | |
| TSC522 | Producing Change IV: Producing for the Fringe(s) | 20 | |
| Level 6 | | | |
| CPP601 | Creating Contemporary and Popular Performance (Skill, Devising and Context) III | 40 | |
| TSC610 | Activating Change III | 40 | |
| CPP621 | Producing Change V: Extended Work Placements | 40 | |

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Programme Structure

| Level 4 | |
|--|--|
| Semester 1 | Semester 2 |
| Creating Contemporary and Popular Performance –Skill, Devising and Context I Activating Change I Producing Change I: London and Social Changes | Creating Contemporary and Popular Performance –Skill, Devising and Context I Activating Change I Producing Change II: Producing On Paper & In Practice |
| Level 5 | |
| Semester 1 | Semester 2 |
| Creating Contemporary and Popular Performance – Skill, Devising and Context II Activating Change II Producing Change III: Work Placements | Creating Contemporary and Popular Performance – Skill, Devising and Context II Activating Change II Producing Change IV: Producing for the Fringe(s) |
| Level 6 | |
| Semester 1 | Semester 2 |
| Creating Contemporary and Popular Performance – Skill, Devising and Context III Activating Change III Producing Change III: Extended Work Placements | Creating Contemporary and Popular Performance – Skill, Devising and Context III Activating Change III Producing Change III: Extended Work Placements |

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

| Year | Intended learning outcomes |
|-----------------------------|--|
| Year 1 (Level 4) | <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 performer and creator, producer and change-maker and contextualise these in a developing understanding of contemporary, popular and socially engaged performance and theatre. On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> * demonstrate a range of technical skills including Voice, Cabaret and Circus Skills, Movement, Production and Design * integrate these various skills and techniques into solo and group performances * apply historical and contextual research to performance in a manner which extends its reach; * articulate informed ideas and concepts, about the producing of new popular performance, in seminar discussion and in writing; * deploy the basics of practice-based research in artistic and analytic ways. |
| Year 2 (Level 5) | <p>Level 5 develops your skills towards a level appropriate to pre-professional work and gives experience of outside professional and community contexts, including via work placement, group facilitation and guest lecture series. On completion of level 5 you will be able to:</p> <ul style="list-style-type: none"> * negotiate organisational and logistical planning for making and producing both group devised performances and Practice as Reserach performative lectures. * articulate your artistic and intellectual ideas on contemporary, popular and social change performances, genres and movements in both written and practical modes; * present your theoretical ideas confidently using appropriate performance methodologies. * manage projects both on-campus at Tramshed and Rose Bruford and beyond College sites. |
| Year 3 (Level 6) | Please refer to programme level ILOs |

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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) Theatre & Social Change

| | | | | Knowledge and understanding | | | | | Intellectual skills | | | | Practical skills | | | | | Transferable skills and personal qualities | | | | |
|---------|---------|---|---------|-----------------------------|----|----|----|----|---------------------|----|----|----|------------------|----|----|----|----|--|----|----|----|----|
| | Code | Module title | Credits | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
| Level 4 | CPP 401 | Creating Contemporary and Popular Performance Skill, Devising and Context I | 40 | X | X | | X | | X | X | X | X | X | X | | X | | X | | X | X | |
| | TSC 410 | Activating Change I | 40 | | | X | | X | X | X | X | X | | X | X | X | X | | X | X | X | X |
| | TSC 421 | Producing Change I: London & Social Change | 20 | | | | X | | X | X | | X | | | X | | X | | X | | | |
| | TSC 422 | Producing Change II: Producing on paper & In Practice | 20 | X | X | X | X | X | X | | X | | X | X | X | X | X | | X | X | X | X |

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| | | | | Knowledge and understanding | | | | | Intellectual skills | | | | Practical skills | | | | | Transferable skills and personal qualities | | | | |
|---------|-------------|--|---------|-----------------------------|----|----|----|----|---------------------|----|----|----|------------------|----|----|----|----|--|----|----|----|----|
| | <i>Code</i> | Module title | Credits | A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 |
| Level 5 | CPP501 | Creating Contemporary and Popular Performance – Skill, Devising and Context II | 40 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | X |
| | TSC510 | Activating Change II | 40 | | X | | | X | X | X | X | X | | X | X | X | X | X | X | | X | X |
| | CPP521 | Producing Change III: Short Work Placement | 20 | | X | X | X | X | X | | X | X | X | X | | X | X | | X | X | X | |
| | TSC522 | Producing Change IV” Producing for the Fringe(s) | 20 | | X | | X | | X | | | X | X | X | X | | | X | | X | X | |
| Level 6 | CPP601 | Creating Contemporary and Popular Performance Skill and Devising IIIS | 40 | | | X | X | X | X | | X | X | X | X | X | X | X | | X | X | | X |
| | TSC610 | Activating Change III: Dissertation | 40 | X | | | X | | X | X | X | X | X | X | X | | X | X | X | X | X | |
| | CPP621 | Producing Change III extended work placements | 40 | X | X | X | | X | X | X | X | X | X | | | X | X | X | X | X | X | X |

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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. They should then be sent for consideration by the relevant External Examiner and discussed with students. The proposed modifications, together with the completed proforma, will then be sent to the Academic Development Committee.

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|------------------------------|----------------------|
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