



UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

ACTING

Programme Specification
September 2023

Contents

1. GENERAL INFORMATION.....	3
2. STATEMENT	5
3. AIMS OF THE PROGRAMME	5
4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT	6
5. LEARNING THEMES.....	7
6. LEARNING AND TEACHING PROCESSES.....	8
7. CURRICULUM CONTENT.....	9
8. ASSESSMENT.....	11
9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT	14
10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT.....	15
11. THE STRUCTURE OF THE PROGRAMME	16
12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT	16
14. CRITERIA FOR ADMISSION	17
15. PROGRESSION AND ASSESSMENT REGULATIONS	17
16. MECHANISM FOR PROGRAMME REVISION	18
17. APPENDIX 1: SUBJECT BENCHMARK MAPPING.....	18
18. APPENDIX 2: ATTAINMENT AT EACH LEVEL	22

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Acting	3/4 Years	FT

Intermediate Awards

Dip HE	Acting	2/3 Years	FT and PT Flexible
Cert HE	Acting	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
Programme Accreditation	Rose Bruford College of Theatre and Performance
External Examiner	Alex Taylor, Manchester Metropolitan University
Relevant QAA subject benchmark	Dance, Drama and Performance
Other Points of Reference	<ul style="list-style-type: none"> 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: https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf

	iv. Development Events, with Industry and Graduate consultation
--	---

2. STATEMENT

The Acting Programme at Rose Bruford College

The BA (Hons) Acting is a flexible and contemporary conservatoire training programme for actors. The development of each student's creativity and individuality lies at the heart of the training. It enables you to develop skills in stage, recorded, and digital media, in a culture of inquiry and discovery. It combines rigour with creativity, constantly offering opportunities for you to discover new skills. Graduates from the programme are proactive and multi-skilled, able to create their own work, making a positive contribution to the industry and a wider society.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, 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) ACTING programme offers practical training for actors, in an environment combining the rigour of the Conservatoire and the intellectual inquiry of the University.
- Training in core disciplines through practical classes in movement, voice and approaches to text and character.
- A curriculum that is responsive to your aptitudes and passions
- An environment enabling you to develop transferable skills so you can become an independent thinker and motivated artist.

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 an Actor. 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 and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.	◀	Curriculum content The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of an actor 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.

Your success on your programme and as an Actor will depend on your ability to show:

1. Creativity

Create, develop, be resourceful, imagine, transform, embody.

2. Organisation & collaboration

Organise, prioritise, take responsibility, motivate yourself and others, collaborate, value difference, manage time effectively, create value for others.

3. Communication

Articulate, listen and respond, make clear, share, create meaning.

4. Professional practice & competences

Prepare for class and rehearsal.

Understand and observe rehearsal room protocols.

5. Research & knowledge skills

Apply processes, practices, techniques, investigate, analyse.

6. Understanding of Context

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

This encompasses the world of the play and vision for a production.

7. Reflection & learning

Show curiosity, evaluate, adapt, plan future action, take ownership of your own learning, evolve.

6 LEARNING AND TEACHING PROCESSES

The three strands to your education and training on the Programme are:

Acting, Technical Skills, and Reflection, Research and Analytic Skills.

In ACTING and PERFORMANCE, the training is gradual and developmental. You will learn by doing, experiencing, and discovering, and you will address challenges by reflecting on your discoveries and taking increasing responsibility for your development.

Acting classes at Level 4 introduce you to the fundamentals of the training and the values of the programme. You will be led through a series of classes to establish the foundations of your practice. You are expected to apply these processes to tutor-led scene study and project work at a mid-point and in the final five weeks of the first year.

At Level 5, classes begin with introductory all-group sessions giving you tools for application to scene study. You will apply these with greater independence to text work and later to studio performances of projects in collaboration with director-tutors.

At Level 6, you will be expected to apply the approaches and practices of your first two years of training to public performances, in collaboration with directors working in the industry. You will collaborate with production students under professional conditions.

In VOICE AND MOVEMENT, the training follows an equivalent gradual and developmental trajectory.

Voice and Movement Classes at Level 4 will give you the tools to address habits, prepare the body for work, and to approach character and realist texts. You will be expected to apply these skills to classroom rehearsal and project work.

At Level 5, you will work with increased stamina and flexibility applying the voice and movement work to heightened text and stylised forms. You will apply these skills to studio and theatre project work.

At Level 6, you will be expected to work with greater independence, applying voice and text work to fully staged productions to public audiences and to work in screen and voice recorded media.

The REFLECTION, RESEARCH AND ANALYTIC SKILLS strand will enable you to place your practical work in social and intellectual context, providing you with a framework of ideas and analytic skills to enable you to critically evaluate your practical work, and significant work of others.

At Level 4, you will discover through research seminars the key theoretical and philosophical ideas that inform the work in practical classes, while also developing your skills in reflection and reflexive learning.

At Level 5, you will employ the above methods to study key theoretical and philosophical concepts from the modern and post-modern eras, along with those of the Elizabethan age, allowing your discoveries to become manifest in your practical work, while also employing reflective practice to take ownership of your practical development.

At Level 6, you will be expected to work with greater independence, drawing on research and experiences in New Writing projects and independent work to produce an Independent Research Project at the end of your third year. You will draw on the skills from previous years to make a submission for assessment summarising your research and the arguments you have developed from it. This may be: a viva presentation; an essay; or a mixed-mode submission.

7. CURRICULUM CONTENT

Indicative Content

Learning strand: Performance skills at Levels 4, 5 and 6

Level 4 ACTING Module ACT431	Level 5 ACTING Module ACT531	Level 6 module 1 Performance ACT631
<p>Areas of study Acting Classes; scene study</p> <p>Practical skills Apply techniques from techniques in spontaneity and authenticity learned in class to scene work</p> <p>Employability skills Work with discipline, punctuality and professional focus in rehearsals. Work collaboratively in a structured environment.</p>	<p>Areas of study Acting Classes; studio project</p> <p>Practical skills Apply a range of practices and deploy your technical skills with greater independence to meet the textual and stylistic demands of a text.</p> <p>Employability skills Work productively in a team under pressurised conditions Work with discipline and professionalism in response to the demands of a studio production and with a tutor/director</p>	<p>Areas of study Rehearsal, public performance</p> <p>Practical skills Apply your training to engage with a director's interpretative approach to public performance of a text, addressing its stylistic and conceptual challenges.</p> <p>Employability skills Work with professionalism in a professional venue and environment in collaboration with a range of industry and student professionals Work independently, taking responsibility for the project and for your own learning.</p>

Learning strand: Technical skills at Levels 4, 5 and 6

Level 4 all modules	Level 5 all modules	Level 6 module ACT631 Performance ACT632 Professional Development
Areas of study: Voice and Movement Classes, Performance Projects	Areas of study: Voice and Movement Classes, Studio Performances	Areas of study: Performances in Productions, Showcase, Mock Auditions, Fight examination
Practical skills Introduction to techniques to enable physical and vocal alignment, release and expressivity	Practical skills Development of vocal and physical technique to enable work on heightened material	Practical skills Apply your technical training to a variety of professional contexts including public performances

Learning strand: Reflection, Research and Analytical skills at Levels 4, 5 and 6

Level 4 Reflection, Research and Analytical skills in Modules ACT431 and 432	Level 5 Reflection, Research and Analytical skills in Module ACT531 and 532	Level 6 Reflection, Research and Analytical skills in module ACT633 IRP
Areas of study Reflection, contextual study, Seminar, essay	Areas of study Reflection, Contextual study, Seminar, essay	Areas of study Extensive research, creation of an artefact, evaluation and analysis of the artefact.
Academic skills Engage critically with key concepts within specific acting methodologies Identify the structure of a play, its key moments and historical context	Academic skills Understand the context of modernist and historic drama and consider its implications for a contemporary audience. Present your reflection on significant elements of a rehearsal process	Academic skills Communicate through research and sustained analysis a critical understanding of your work (created and/or performed), and its relationship to wider ideas and social questions.

--	--	--

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment and the marking criteria on the assessment brief as part of each module. The College has high expectations of you and expects you to have high expectations of yourself. The assessment expectations are written to provide clarity about what you need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

The programme uses two approaches to assessment: formative and summative. There is a strong focus on formative assessment, the purpose of which is to monitor your learning and provide ongoing feedback to you and your tutors as to your progress. Formative assessment is focused on assessment for learning. It helps you to identify your strengths and weaknesses and enables you to maximise how you manage your learning. Formative assessment also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade, but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are a number of formative assessment points throughout the programme where you will receive feedback on your work. This could be written, in-class, or during scheduled meetings with a tutor and/or mentor to discuss your work. Formative assessment is a dialogic process in which you are an agent in the assessment of your own work and, possibly, that of other students. Although there is no grade attached to formative assessment it is essential that you engage fully with it as it has a significant impact on the summative assessment grade that you receive at the end of the year.

Summative assessment is the form of assessment most students have experienced (e.g. A levels). It is an 'end point' form of assessment and takes the form of a grade or mark. You will get feedback on your assessment strengths and weaknesses and whilst these will not be able to be addressed for the specific assessment that has been marked, the feedback will enable you to enhance your future performances.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band, are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, presentations, productions, performances and written and oral 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.

Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. (*Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.*) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.

1. Creativity

Your work is expected to demonstrate:

- high levels of engagement in and commitment to engaging the imagination and working with energy, openness and an ability to develop ideas and create new ones
- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation and prioritisation, in which you take responsibility, motivate yourself and others, collaborate, value difference, manage time effectively and create value for others.

3. Communication

Your work is expected to demonstrate the ability to articulate clearly, coherently and effectively (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience. You are also expected to demonstrate the ability to listen and respond to others in a positive and constructive way. Your work is expected to demonstrate a clear ability to communicate ideas of significance and sophistication through presentations/performances/written or oral presentations demonstrating method and medium unified with personal style.

4. Professional practice & competences

Your work is expected to be relevant to task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role/performance/project/subject-matter/audience. It will exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies, materials, processes, practices, techniques, regulations and protocols.

Where technical competencies and abilities are assessed your work is expected to demonstrate that the technical aspects of the work – within the control and skill range expected in the level of study – have been skilfully dealt with, demonstrating a relevance that contributes to the concept of the work, and – where applicable - a complete and satisfying fusion of the technical and the creative.

5. Research & knowledge skills

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments.

6. Understanding Context

Your work is expected to demonstrate your ability to recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Your work is expected to demonstrate:

- your ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness.
- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future action based on past experience, and be responsible for your own learning.
- clear evidence that your learning journey - which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
ACT431	Approaches to Acting 1	40	Assessed tutorial (Pass/Fail)	20 minutes
ACT432	Approaches to Acting 2	40	Assessed tutorial (Pass/Fail)	20 minutes
ACT433	Skills of the Actor 1: Voice and Movement	40	Assessed tutorial (Pass/Fail)	20 minutes
ACT531	Approaches to Acting 3	40	Assessed tutorial	20 minutes
ACT532	Approaches to Acting 4	40	Assessed tutorial	20 minutes
ACT533	Skills of the Actor 2: Voice and Movement	40	Assessed tutorial	20 minutes
ACT631	Performance	60	Assessed tutorial	20 minutes
ACT632	Personal Professional Development	20	Assessment of Classwork and Showcase Presentation of Portfolio and Self Promotion Plan	20 minutes
ACT633	Independent Research Project	40	Seminar Viva with artefact, or mixed mode of essay plus artefact, or a fully written submission	20 mins Viva: 20-30 minute presentation with artefact Mixed mode: 3000-word essay plus artefact Fully Written: 6000-word essay

10.ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	MOD 431	MOD 432	MOD 433	Weighted av. for L 4*	MOD 531	MOD 532	MOD 533	Weighted av. for L5*	MOD 631	MOD 632	MOD 633	Weighted av. For L6*	Weighted av. for degree
Credits	40	40	40	120	40	40	40	120	60	40	20	120	360
1. Creativity	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
2. Organisation & Collaboration	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
3. Communication	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
4. Professional practice & competences	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
5. Research & knowledge skills	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
6. Understanding context	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %	15 %
7. Reflection & learning	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %	10 %

* With rounding errors

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
ACT431	ACT431 (4 Weeks)	ACT432 (8 Weeks)
ACT433	ACT433	ACT433
	ACT432 (7 Weeks)	
Level 5		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
ACT531	ACT531 (4 Weeks)	ACT532 (8 Weeks)
ACT533	ACT533	ACT533
	ACT532 (7 Weeks)	
Level 6		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
ACT631	ACT631	
ACT632	ACT632	ACT632
ACT633	ACT633	ACT633

12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme and module level:

- You receive a Programme Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing and accompanied by a module handbook.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria so you know what you need to demonstrate to obtain a grade in each classification.
- 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 all 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 or learning needs).
- 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 teaching and learning approach reflects 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 professional context. You will take on projects in either simulated or real-life professional contexts 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.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

13. CRITERIA FOR ADMISSION

Please refer to the College's Undergraduate Academic Regulations

14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College's Undergraduate Academic Regulations

15. MECHANISM FOR PROGRAMME REVISION

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

16. APPENDIX 1: SUBJECT BENCHMARK MAPPING

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

Learning theme:

Creativity

Create, develop, be resourceful, imagine, transform, embody.

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 7.10.1
graduates should be able to demonstrate 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.
select appropriately and apply your skills in a variety of performance media	DDP 7.13.4
creative and intelligent understanding of group and collective processes	DDP 7.12.8
demonstrate the application of theory to practice within performance	DDP 7.13.1
demonstrate 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 7.12.9
be innovative in problem solving and decision making	DDP 7.14.2,3

Learning theme:

have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines	DDP 7.11.1
apply critical reasoning in the evaluation and analysis of information from a range of sources	DDP 7.13.1
devise and implement a research strategy for a range of different projects including a sustained independent enquiry	DDP 7.13.5
frame appropriate questions in order to identify solutions to both practical and theoretical problems	DDP 7.13.1,6
work efficiently and constructively within a group	DDP 7.13.3

Organisation & collaboration: organise, prioritise, take responsibility, motivate yourself and others, collaborate, value difference, manage time effectively, create value for others.

Learning Theme:

Communication: articulate, listen and respond, make clear, share, create meaning.

have acquired skills in communication and presentation with the ability to articulate and communicate ideas and information in a variety of forms, as appropriate to content	DDP 7.11.6
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 7.13.1
engage creatively and critically with the possibilities for performance implied by a text	DDP 7.13.2

Learning Theme :

Professional practice & competences: prepare for class and rehearsal, understand and observe rehearsal room protocols.

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	DDP 7.13.3
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 7.13.4
identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.	DDP 7.13.5

Learning Theme:

Research & knowledge skills: apply processes, practices, techniques, investigate, analyse, demonstrate.

demonstrate knowledge of forms, practices, techniques, traditions, histories and applications of performance	DPP 7.9.1
demonstrate knowledge of the key components of performance and the processes by which it is created,	DPP 7.9.2
demonstrate knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts	DPP 7.9.4
demonstrate understanding of the interplay between critical and creative modes of enquiry within the field of study	DPP 7.9.6
engage in the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts	DPP 7.10.1

Learning Theme:

Understanding Context: recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains. This encompasses the world of the play and vision for a production.

demonstrate knowledge of forms, practices, techniques, traditions, histories and applications of performance	DPP 7.9.1
identify the cultural and contextual frameworks of performance	DPP 7.10.6
identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.	DPP 7.13.5

Learning Theme: Reflection & learning: show curiosity, evaluate, adapt, plan future action, take ownership of your own learning, evolve.

make records of performance using skills and technologies in notation and/or documentation describe, theorise, interpret and evaluate performances and events	DPP 7.10.3
have developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways	DPP 7.11.3

APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p>Level 4 (Certificate of Higher Education)</p>	<p>Descriptor for a higher education qualification at level 4 on the FHEQ: Certificate of Higher Education</p> <p>The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ.</p> <p>Certificates of Higher Education are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> • knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study • an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work • communicate the results of their study/work accurately and reliably, and with structured and coherent arguments • undertake further training and develop new skills within a structured and managed environment. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
<p>Level 5 (Diploma of Higher Education)</p>	<p>Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree</p> <p>The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc.</p> <p>Foundation degrees are awarded to students who have demonstrated:</p>

	<ul style="list-style-type: none"> • knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed • ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context • knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study • an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis • effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively • undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Level 6 (Bachelor's Degree with Honours)	<p>Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours</p> <p>The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas.</p> <p>Bachelor's degrees with honours are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> • a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline • an ability to deploy accurately established techniques of analysis and enquiry within a discipline

	<ul style="list-style-type: none"> • conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline • an appreciation of the uncertainty, ambiguity and limits of knowledge • the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> • apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects • critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem • communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. <p>And holders will have:</p> <ul style="list-style-type: none"> • the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
--	--

Date	July 2023