



UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

American Theatre Arts (BA Honours)

Programme Specification
September 2023

Contents

1. GENERAL INFORMATION.....	3
2. STATEMENT	4
3. AIMS OF THE PROGRAMME	5
4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT	5
5. LEARNING THEMES.....	6
6. LEARNING AND TEACHING PROCESSES.....	8
7. CURRICULUM CONTENT.....	9
8. ASSESSMENT.....	11
9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT	15
10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT.....	17
11. THE STRUCTURE OF THE PROGRAMME	18
12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT	19
13. CRITERIA FOR ADMISSION	20
14. PROGRESSION AND ASSESSMENT REGULATIONS	20
15. MECHANISM FOR PROGRAMME REVISION	20
16. APPENDIX 1: SUBJECT BENCHMARK MAPPING.....	20
17. APPENDIX 2: ATTAINMENT AT EACH LEVEL.....	23

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	American Theatre Arts	3 Years	FT

Intermediate Awards

Dip HE	American Theatre Arts	2/3 Years	FT and PT Flexible
Cert HE	American Theatre Arts	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
Relevant QAA subject benchmark	Dance, Drama and Performance (DDP)
External Examiner	Dr Ellie Nixon, Norwich University of the Arts
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 American Theatre Arts BA (Hons) Programme at Rose Bruford College is a unique, international theatre degree, whose graduates self-define as reflective practitioners. We offer you a performance training within a conservatoire tradition that is outward looking and responsive to international conditions and developments.

Theatre in Britain and in Europe was heavily influenced in the twentieth century - and continues to be influenced in the twenty-first - by the development of various performance practices in the United States of America. Indeed, these practices, such as approaches to acting, staging and dramaturgy, have become an accepted part of the cultural landscape of Europe. In turn, the development of theatre in the United States has in many ways paralleled and incorporated European practice. Furthermore, theatrical performance in the United States over the past two centuries particularly demonstrates the role of theatre in negotiating and questioning national, regional and cultural identities and in exploring the relationship between the individual and society.

The trans-Atlantic collaboration shaped by the richness of this interchange and the opportunities it offers the dynamic theatre practitioner of today lie at the heart of the American Theatre Arts programme. We aim to place your creativity, social engagement and activism centre-stage. In studying how the staging of identity has evolved in the United States, you are encouraged to question convention, rethink historical narratives and reflect upon the influences informing your own practice. In challenging the hegemony of the Global North, heteronormative imposition and ableist bias, you'll join a community of learners who will share a wide range of approaches to physical and intellectual challenges.

The ATA's vocational training is founded on the belief that crossing boundaries to explore how various cultures and communities stage their stories, identities and myths offers new and enlightening insights into one's own identity as a creative artist. Consequently, you will spend a semester abroad at one of nine prestigious partner institutions with which we annually exchange students and staff, and on our Sidcup campus you will share classroom and rehearsal space with your American counterparts.

We believe that equipped with an understanding of the historical struggle, economic pressures, innovative practice and diversity of American theatre, you will bring a wider socio-political context to your own practice in your own country. You will play a part in increasing an awareness of collaborative and parallel developments in the performing arts and lead the way in the trans-Atlantic and international interchange of theatre practice.

We aim to promote our students as multi-faceted, reflective practitioners. In order to nurture your talent and develop your skills, we will introduce you to a comprehensive range of disciplines, including acting on stage and on camera, musical theatre, physical theatre, stage combat, comedy improvisation, directing, playwriting, and solo performance. Classes, workshops and productions will be taught and directed by established professionals and guest artists, so that you can measure your own progress against the latest and best industry practice. We are not seeking to produce a uniform cohort of students, but rather to support you as you heighten your awareness of your own unique body, self-expression and imagination. We welcome the personal contribution to the programme you will make as an individual and as a sensitive team-member.

Equally, as you work on developing your research-practice, you will acquire a range of critical tools and transferable skills that will encourage you to become an independent thinker and motivated artist; an articulate, resilient and enterprising practitioner equipped to succeed in an increasingly multi-dimensional and globally-conscious profession.

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) American Theatre Arts programme aims to:

- develop your vocation as a practitioner through a comprehensive training in performance practice as a creative, aesthetic and communicative process
- equip you with a detailed knowledge of American theatre, performance and key practitioners in their international, cultural, social, ethical, political and theoretical contexts
- instil an entrepreneurial attitude in your approach to your practice so you can respond to and engage with a rapidly-changing industry
- enable you to work in a variety of different international performance contexts and to collaborate with practitioners from other theatre disciplines
- provide a platform for you to demonstrate your creative and analytical skills and your independent and collaborative research.

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.

<p>Learning themes</p> <p>The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a performer-practitioner.</p>	<p>▶</p>	<p>Learning and teaching processes</p> <p>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</p>
--	----------	--

<p>The programme is designed to help you develop these abilities.</p> <p>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.</p>		<p>kinds of learning you will be undertaking, as set out in the learning themes.</p> <p>The specific learning and teaching processes for each module are described in the module specifications.</p>
▲		▼
<p>Assessment</p> <p>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.</p>	◀	<p>Curriculum content</p> <p>The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.</p> <p>Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.</p>

5. LEARNING THEMES

<p>The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of the actor-performer-practitioner, and many that are valuable in all fields of human endeavour.</p> <p>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.</p> <p>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.</p>
<p><i>Your success on your programme and as a performer-practitioner will depend on your ability to show:</i></p>
<p>1. Creativity</p> <p>Make, create, invent, innovate, develop, improvise, be resourceful, problem-solve.</p>
<p>2. Organisation & collaboration</p> <p>Organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.</p>

<p>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.</p>
<p>4. Professional practice & competences Show knowledge of and apply - processes, practices, techniques, technologies, materials, regulations, protocols.</p>
<p>5. Research & knowledge skills Investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.</p>
<p>6. Understanding Context Recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.</p>
<p>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.</p>

6. LEARNING AND TEACHING PROCESSES

Learning and Teaching on the American Theatre Arts programme is a collaboration, whereby staff will guide you through the critical thinking behind curriculum development and assessment processes, encouraging you to take on increasing autonomy and responsibility for your own development and training. Theory and practice are closely intertwined throughout the degree, developing your capacity as a reflective theatre practitioner by honing your technical abilities as performers whilst equipping you with a detailed understanding of how and why theatre/performance works in the ways that it does.

The curriculum is delivered through taught classes, studio-practice and public productions to allow you to gain new skills, techniques and methods and then to explore the application of these within specific parameters. The programme sees classroom, studio and mainstage projects as learning laboratories, with assignment parameters established to provide appropriate boundaries within which you can develop your craft alongside your reflective and analytical capacities. Projects include self-led practical research presentations with staff tutorial support; collaborative exercises in group-devised processes initiated by workshop specialists; and public productions directed by internal or external directors. Intensive practice in different ensemble configurations allows you to uncover and refine your own aptitudes, methodologies and approaches to the creative process.

Formative and summative assessments across all modules encourage you to communicate your personal visions and to articulate the conditions in which you wish to work as an individual and within an ensemble. Key to the development of your communication skills is the reflective journal, in which you will showcase your imaginative engagement with the curriculum. Presented at regular intervals throughout your three years of study, the journal is an archive of the textual and audio-visual materials which have informed and shaped your development.

Written assignments within modules embrace both traditional academic research methods, interrogating both primary and secondary sources, as well as other 'practice' based activities such as observing professional practitioners and workplaces. You are introduced to the College's guidelines for ethical interview practice and informed consent, alongside academic conventions in terms of bibliography, referencing, language, and structure. Detailed assignment briefs are delivered in person and also posted on the Virtual Learning Environment, a major inter-active resource for programme information and curriculum materials. Blended learning is a feature of modules at all three levels as American and other international guest practitioners are required to conduct seminars online. Similarly, academic tutorials while you are engaged in your semester abroad in the United States are also conducted online by staff in Sidcup.

Your well-being is central to our pedagogy and workshops throughout the three years are focused on enhancing your ability to self-determine the efficacy of your time management, workload patterns and social interaction.

Your employability is enhanced by developing your transferable skills, aptitudes and attitudes across the three years. Explicit examination of core values and practices are examined and tested at Level 4. Other models of professional practice are introduced in the public production at Level 5. At Level 6 you will further develop your understanding of professional processes through a series of workshops with industry specialists, applying the knowledge you gain to your showcase projects.

At Level 4 you will work to develop your stamina, resilience, self-discipline and vocal and physical techniques in tutor-led skills classes; engage in seminars where the evolution of American theatre practice is studied in its socio-political context; and collaborate in small groups to present practical demonstrations of selected texts. Written assignments, including the archiving of your personal experiences in the reflective journal, are designed to support you in developing your understanding of key concepts and the ideas of major theorists and practitioners of American theatre.

At Level 5 you will take increasing responsibility for the formulation, development, and dramaturgy of your work. Taught sessions continue to provide a grounding in more advanced notions and principles, whilst self-led studio practice allows you to begin to apply and experiment with ways of working, extending your own knowledge through processes of practice-research. Participation in a public production and the performance of a self-devised performance piece at the College's Symposium provides you with forums in which to exercise and test your practical skills before audiences. Written assignments, including the evolution of your reflective journal, are designed to develop your depth of analysis and self-reflection, whilst inviting you to begin to formulate your findings from your practice-research.

At Level 6 the semester abroad in the United States offers you a choice of location, regional culture and pedagogy. Your learning experience will vary depending on your choice of university, while all students engage in an American liberal arts approach to training. The reflective journal - in the format of an e-portfolio - becomes an essential link with your home institution as it is a conduit for sharing with your staff supervisor your research methodology as you prepare for your final independent research project. Returning from the US, you move between working in contexts modelled on industry practice (e.g. working intensively on productions with external directors) and leading your own autonomous processes of practice-research. You are asked to blend theory, practice and professional understanding in different ways across the third year. Written work at Level 6 is designed to produce original scholarship in a variety of formats.

In Level 6 Professional Preparation sessions you are apprised of numerous approaches to engagement, representation and employment in the industry. These are timetabled to coincide with the marketing of showcase projects. A final reflective journal includes a personal statement – a summation of your reflections on your overall training and articulation of your plans upon graduation. Accompanying materials, such as curriculum vitae and headshots are included as evidence of your preparation for graduation and a final self-assessment of your progress as a performer- practitioner.

7. CURRICULUM CONTENT

At Level 4 you are introduced to a disciplined work environment in which to develop your practical skills through intensive classes in voice, movement, dance, acting through song, performance technique, cold-reading and theatre games. Key professional expectations and protocols are introduced, ensuring you develop your capacity to work in both an ensemble and individually. The introduction of a broad range of American practices is mapped alongside an historical chronology of pivotal events in the founding and development of the American Republic. A series of written and spoken tasks sharpen your critical perspectives as you investigate the professional, cultural, artistic, social, and theoretical contexts from which selected texts, techniques and practices have emerged. The

political landscape of America is continually surveyed to assure the programme is responsive to contemporary developments and curriculum materials are regularly updated to remain relevant and topical.

Level 5 expands your range and depth of knowledge, understanding, and competences by examining specific practices and their contexts. In this you are joined by exchange students from the American universities where you in turn will spend your semester abroad. Comparative study becomes a key focus as students from each side of the international exchange are encouraged to think metacognitively about their own training. In contributing to group discussions and collaborative investigation you can explore your own sense of identity. Global influences on theatre in the United States and United Kingdom are examined in the context of contemporary professional performance and the emergence of new and alternative narratives. You will deepen your knowledge of performance and production processes by taking on a leadership role in a research project and ownership of your own creativity and stage personae. This is supported by an extension of the physical and voice work from Level 4. The year includes playing a role in the public production of an extant text; devising your own solo performance piece; and undertaking individual and group practical research projects.

At Level 6 you take on greater responsibility for the formulation, construction and development of your practice in a variety of situations; as well as engaging in more complex and detailed practice-research. The semester abroad in the United States offers you a choice of classes offered in American university theatre departments and taught by leading specialists in the fields of acting, musical theatre, dance, directing, playwriting, devising, solo performance and improvisation as well as dramaturgy, theatre history and critical theory. Some classes involve participation in off-campus activities, such as performing in local venues and festivals. Educational activities in neighbouring schools are also a feature of community-centred class projects.

In the United States, you initiate research into an aspect of American theatre practice which comes to fruition on your return to the UK; demonstrated in a technically-realised presentation to an audience of your peers. Balancing this student-led practice are two public productions of increasing scale, resources and profile led by industry directors and musical directors. A studio production of an extant script followed by a mainstage large-cast staging of a new work both enable you to collaborate with design, technical and management specialists.

Throughout Level 6 you undertake a series of targeted professional development classes and tasks that prepare you for working in the industry. You are supported in developing individual career and resourcing plans to aid this next step.

Indicative Content

Learning strand: The Performer as Reflective Practitioner (inc. skills classes / workshops)

Level 4 modules	Level 5 modules	Level 6 modules
ATA431 The American Play in Performance ATA434 The Golden Age of Broadway	ATA531 Tragedy on the American Stage	ATA631 American Models of Theatre Practice

Learning Strand: The Performer as Creative Researcher (inc. independent practice)

Level 4 modules	Level 5 modules	Level 6 modules
ATA432 American Performance in Context ATA433 Critical Perspectives	ATA532 Shared Aspects of European and American Theatre 1 ATA533 Shared Aspects of European and American Theatre 2	ATA632 American Theatre History Independent Research Project

Learning Strand: The Performer as Professional (inc. public production / professional prep)

Level 4 modules	Level 5 modules	Level 6 modules
	ATA534 Staging Identity (the Ensemble and the Solo Performer)	ATA633 American Theatre in Production 1 ATA634 American Theatre in Production 2

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 might 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.

Some skills-based technical competencies are unassessed, but are key to setting a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

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 making, creating, inventing, innovating, developing and improvising.
- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, taking responsibility, motivating yourself and others, negotiating, valuing difference, leading others and creating 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 and 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 competences 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
MOD 431	The American Play in Performance	30	Continuous assessment of classroom and workshop activities Reflective journal	15 weeks / Tutorial (30 mins) Equivalent of 2,500 words
MOD 432	American Performance in Context	30	10-minute direction of scene and 15-minute reflection upon the process in a practical seminar Written assignment	30 minutes 2,500 words
MOD 433	Critical Perspectives	30	Contribution to devising process and performance of presentation. Written assignment	Presentation (60 minutes) 1,500 words
MOD 434	The Golden Age of Broadway	30	Participation in and contribution to the performance of cabaret. Reflective journal	Presentation (60 minutes) Equivalent of 2,500 words
MOD 531	Tragedy on the American Stage	30	Self-assessed viva voce	45 minutes
MOD 532	Shared Aspects of European and American Theatre 1	30	Presentation plus participation as a performer in the work of others. Written assignment	90 minutes 2,500 words
MOD 533	Shared Aspects of European and American Theatre 2	30	Presentation plus participation as a performer in the work of others. Reflective journal	60 minutes Equivalent of 2,500 words
MOD 534	Staging Identity (the Ensemble and the Solo Performer)	30	Participation and performance in a public production Performance of a self-devised piece / ensemble presentation Reflective journal	90 - 120 minutes 15 minutes / 75 minutes Equivalent of 2,500 words
MOD 631	American Models of Theatre Practice	30	Coursework assigned by host institution faculty, including mid-term and final papers.	May vary depending on university you select.

MOD 632	American Theatre History Independent Research Project	30	Presentation of a research project Viva voce Written assignment	30 minutes 45 minutes 4,000 words
MOD 633	American Theatre in Production 1	30	Participation and performance in a public production Reflective journal	90 - 120 minutes Equivalent of 2,500 words
MOD 634	American Theatre in Production 2	30	Participation and performance in a public production Reflective journal	120 – 150 minutes Equivalent of 2,500 words

10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	MOD 431	MOD 432	MOD 433	MOD 434	MOD 531	MOD 532	MOD 533	MOD 534	MOD 631	MOD 632	MOD 633	MOD 634	Weighted av. for degree
Credits	30	30	30	30	30	30	30	30	30	30	30	30	360
1. Creativity	10%	10%	10%	30%	20%	10%	10%	30%	15%	15%	30%	30%	18%
2. Organisation & Collaboration	20%	10%	20%			15%	15%	10%	20%	15%	10%	10%	12%
3. Communication	20%	10%	10%	10%	10%	15%	15%	10%	15%	15%	10%	10%	12%
4. Professional practice & competences	20%	10%	10%	30%	10%	10%	10%	30%	20%	15%	30%	30%	19%
5. Research & knowledge skills	10%	20%	20%	10%	20%	20%	20%	5%	15%	15%	5%	5%	13%
6. Understanding context	10%	30%	20%	10%	20%	15%	15%	5%	15%	15%	5%	5%	14%
7. Reflection & learning	10%	10%	10%	10%	20%	15%	15%	10%		10%	10%	10%	12%

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (15 Weeks)	Block 2 (10 Weeks)	Block 3 (5 Weeks)
ATA431 The American Play in Performance		
ATA432 American Performance in Context		
	ATA433 Critical Perspectives	
	ATA434 The Golden Age of Broadway	

Level 5		
Block 1 (15 Weeks)	Block 2 (10 Weeks)	Block 3 (5 Weeks)
ATA531 Tragedy on the American Stage		
ATA532 Shared Aspects of European and American Theatre 1		
	ATA533 Shared Aspects of European and American Theatre 2	
	ATA536 Staging Identity (the Ensemble and the Solo Performer)	

Level 6		
Block 1 (15 Weeks)	Block 2 (10 Weeks)	Block 3 (5 Weeks)
ATA631 American Models of Theatre Practice		
ATA632 American Theatre History Independent Research Project		
	ATA633 American Theatre in Production 1	
		ATA634 American Theatre in Production 2

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 get each 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.

- 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.

13. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Undergraduate Academic Regulations

Variation on degree classifications for American Theatre Arts.

Level	Semester	Modules (all weighted at 30 credits)	Percentage
5	1 & 2	The mean average of the module mark totals for ATA532 and ATA534	40%
6	1 & 2	The mean average of the module mark totals for ATA632, ATA633, ATA634	60%

Module ATA631 is undertaken in the US and assessed by American host institutions whose class credit and letter grading systems vary from each other and are not directly transposable to the College's modular structure. It has been established practice since the inception of the ATA not to include marks from classes undertaken in the USA. Students must complete the semester abroad and pass all components of ATA631 in order to gain the required 30 credits.

15. MECHANISM FOR PROGRAMME REVISION

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

16. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The BA (Hons) American Theatre Arts programme has been developed using the QAA Subject Benchmark Statements for Art and Design (AD) / Dance, Drama and Performance (DDP). The benchmark statements underpin the programme's Learning Themes as shown below:

Learning theme 1: Creativity

Benchmark statement 7.14iii: should be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work.

Learning theme 2: Organisation & Collaboration

Benchmark statement 7.12viii: should be able to demonstrate creative and intelligent understanding of group and collective processes

Benchmark statement 7.12xii: should be able to demonstrate intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices

Benchmark statement 7.14iii: should be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work

Benchmark statement 7.14iv: should be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others

Benchmark statement 7.14v: should have developed the ability to constructively and effectively manage creative, personal and interpersonal issues

Learning theme 3: Communication

Benchmark statement 7.14vii: have acquired and developed appropriate information technology skills, and have developed considerable awareness of their application and potential within the field of study

Learning theme 4: Professional Practice & Competences

Benchmark statement 7.12ii: 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

Benchmark statement 7.12vii: should be able to demonstrate intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance

Benchmark statement 7.12ix/x: should be able to 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

Benchmark statement 7.13i: should be able to 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

Benchmark statement 7.13ii: should be able to 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

Benchmark statement 7.13iii: should be able to 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

Learning theme 5: Research Knowledge & Skills

Benchmark statement 7.12iii should be able to demonstrate intelligent engagement with critical and theoretical perspectives appropriate to the study of performance

Benchmark statement 7.12vi should be able to demonstrate intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study

Benchmark statement 7.12xi should be able to demonstrate 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

Benchmark statement 7.13iv should be able to engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance

Benchmark statement 7.14i should have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways

Benchmark statement 7.14ii should 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

Benchmark statement 7.14vi should have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance

Learning theme 6: Understanding Context

Benchmark statement 7.12i should be able to demonstrate creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance

Benchmark statement 7.12iv should be able to demonstrate intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts

Benchmark statement 7.12v should be able to demonstrate creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings

Benchmark statement 7.13v should be able to identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge

Learning theme 7: Reflection & Learning

Benchmark statement 7.11iii: should 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.

17. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 (Certificate of Higher Education)	<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.
Level 5 (Diploma of Higher Education)	<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.
<p>Level 6 (Bachelor's Degree with Honours)</p>	<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

	<ul style="list-style-type: none"> • an ability to deploy accurately established techniques of analysis and enquiry within a discipline • 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	September 2023