



School of Performance

Bachelor of Arts (Honours)  
**American Theatre Arts**

**Programme Specification**

6 June 2011  
(Updated July 2017)

## **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.

Since the College gained Taught Degree Awarding Powers in January 2017 it validates the programmes taught at Rose Bruford College and as part of the validation process, the College produces approved programme specifications for all the programmes that it offers. On some programmes, The University of Manchester validates the award for students who have opted to remain on a university degree.

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

### 1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
W423	BA (Hons)	American Theatre Arts	3 Years	Full Time

#### Intermediate Awards (Exit awards only)

Dip HE	American Theatre Arts	2 Years	Full Time
Cert HE	American Theatre Arts	1 Year	Full Time

<b>Teaching Institution</b>	Rose Bruford College of Theatre and Performance
<b>Awarding Institution</b>	Rose Bruford College of Theatre and Performance
<b>External Examiner</b>	Dr Laura MacDonald University of Portsmouth
<b>Programme Accreditation</b>	None
<b>Relevant QAA subject benchmark(s)</b>	Dance, Drama and Performance (DDP)
<b>Other Points of Reference</b>	<ul style="list-style-type: none"> <li>i. The Framework for Higher Education of UK Degree-Awarding Bodies (October 2014)</li> <li>ii. The UK Quality Code for Higher Education</li> <li>iii. Guidelines for Preparing a Programme Specification (QAA)</li> <li>iv. Rose Bruford College Mission Statement</li> <li>v. Industry consultation:</li> </ul>

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### 2. AIMS OF THE PROGRAMME(S)

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 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 offer a practical training within the School of Performance that is outward looking and responsive to international needs and developments. Students equipped with an understanding of the traditions and innovations of American theatre and performance will be able to bring that understanding to the study and practice of theatre in Europe and beyond. They will play a part in increasing an awareness of the collaborative and parallel development of American and European performance arts and in developing the trans-Atlantic and global interchange of theatre practice.

Joining the unique ATA programme means you will spend part of your three years of study in the United States. In the United Kingdom and United States, you will have the opportunity to explore a comprehensive range of disciplines, including acting, directing, playwriting, musical theatre, and theatre for children; and to devise and produce your own independent projects in response to the curriculum and your experience of the United States. You will be closely tutored in a practical approach to the American 'classics' – including plays by Arthur Miller, Tennessee Williams and David Mamet, perform in productions directed by professional American and British practitioners, and work with experienced playwrights and composers on new work. Your practical performance training will be framed by contextual study of the history, politics and multi-ethnic culture of the United States.

As you work on your performance skills, you will develop a range of creative and transferable skills that will encourage you to become an independent thinker and motivated artist; an articulate, reflective and enterprising practitioner equipped to succeed in an increasingly competitive profession.

The programme aims to:

01.	develop you as a practitioner with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, and so enables you to respond to and engage with the rapidly-changing theatre and performance industries
02.	allow you to gain a comprehensive knowledge of American theatre, performance and key practitioners in their international, cultural, social, ethical, political and theoretical contexts
03.	equip you with a range of practical and vocational skills to enable you to work in a variety of different international performance contexts
04.	enable you to work collaboratively with practitioners from other theatre disciplines
05.	develop your independent and collaborative research, critical and analytical skills
06.	enable you to become a responsive and reflective practitioner

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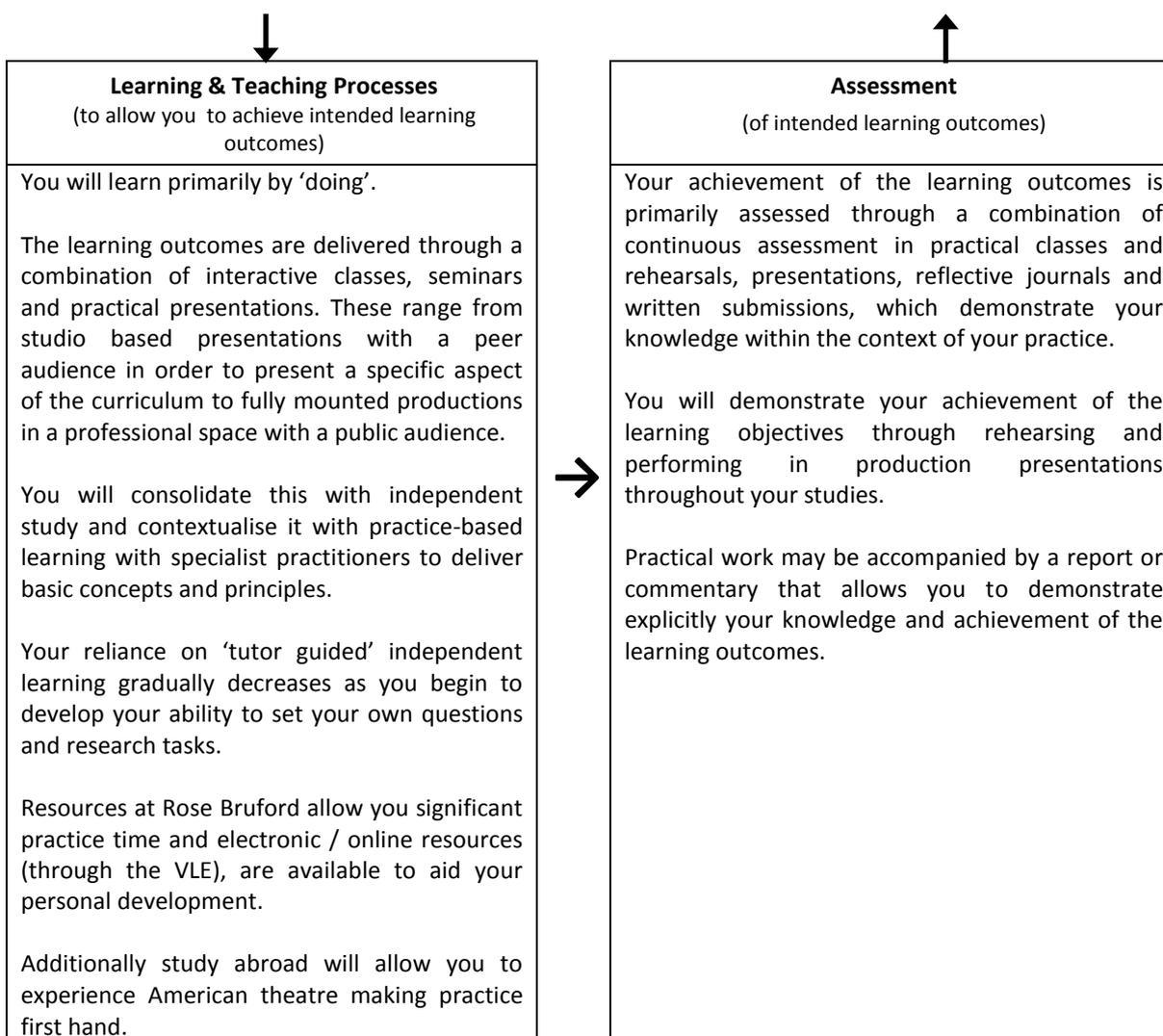
<b>07.</b>	equip you with a range of specialist vocational and transferable skills to allow you to make an effective, and innovative contribution to the performance industries
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### 3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

#### A. Knowledge and Understanding

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

		Benchmark
<b>A1</b>	engage with the conceptual frameworks of American theatre practice and critical vocabularies of practitioners working in American theatre	DDP 7.12.2
<b>A2</b>	identify a range of performance theories, traditions and approaches to theatre making	DDP 7.12.1
<b>A3</b>	explore critically the relationship between theatre and performance and social and cultural identities	DDP 7.12.5
<b>A4</b>	employ a range of approaches to theatre making	DDP 7.12.1
<b>A5</b>	evaluate the relationship between the collaborators in the theatre making process, the audience and the performance context.	DDP 7.12.3



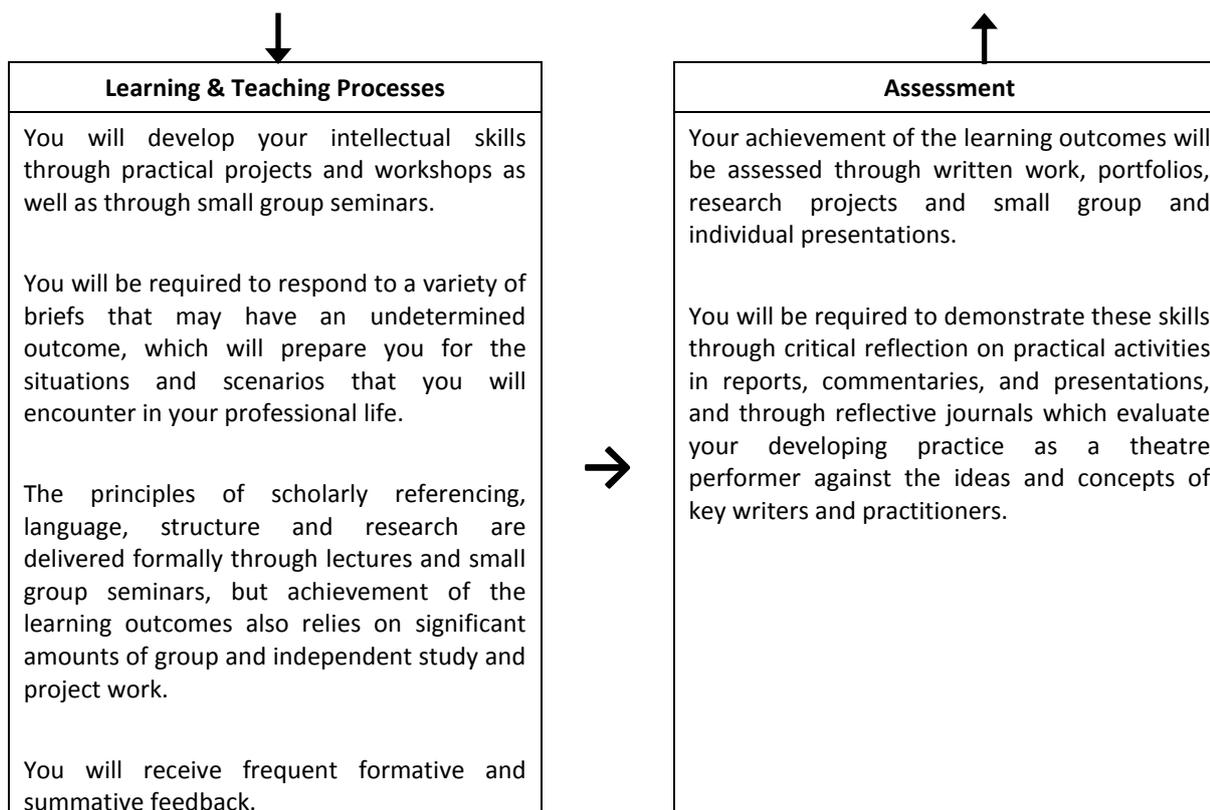
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### B. Intellectual Skills

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

		Benchmark
<b>B1</b>	apply critical reasoning in the evaluation and analysis of information from a range of sources	DDP 7.13.1
<b>B2</b>	devise and implement a research strategy for a range of different projects including a sustained independent enquiry	DDP 7.13.5
<b>B3</b>	frame appropriate questions in order to identify solutions to both practical and theoretical problems	DDP 7.13.1,6
<b>B4</b>	formulate complex arguments and express them in written, oral or other forms	DDP 7.13.1
<b>B5</b>	reflect critically upon and evaluate your work and the work of others using a variety of conceptual frameworks	DDP 7.13.4
<b>B6</b>	gather, synthesise and organise material independently, and to evaluate critically its significance	DDP 7.13.1, 7.14.6



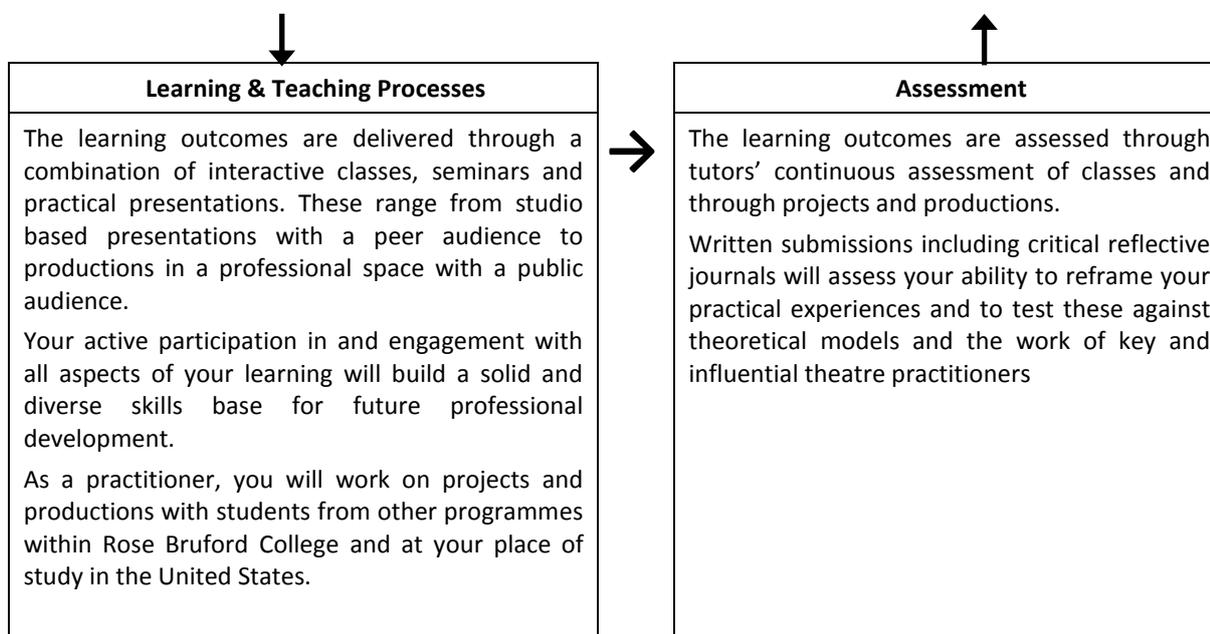
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### C. Practical Skills

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

		Benchmark
<b>C1</b>	demonstrate a high level of competence in a range of performance skills appropriate to the theatre practitioner	DDP 7.13.2
<b>C2</b>	work across a variety of professional performance styles and genres	DDP 7.13.4
<b>C3</b>	work efficiently and constructively within a group to realise an appropriate performance or production.	DDP 7.13.3
<b>C4</b>	demonstrate the application of theory and practice within performance	DDP 7.13.1



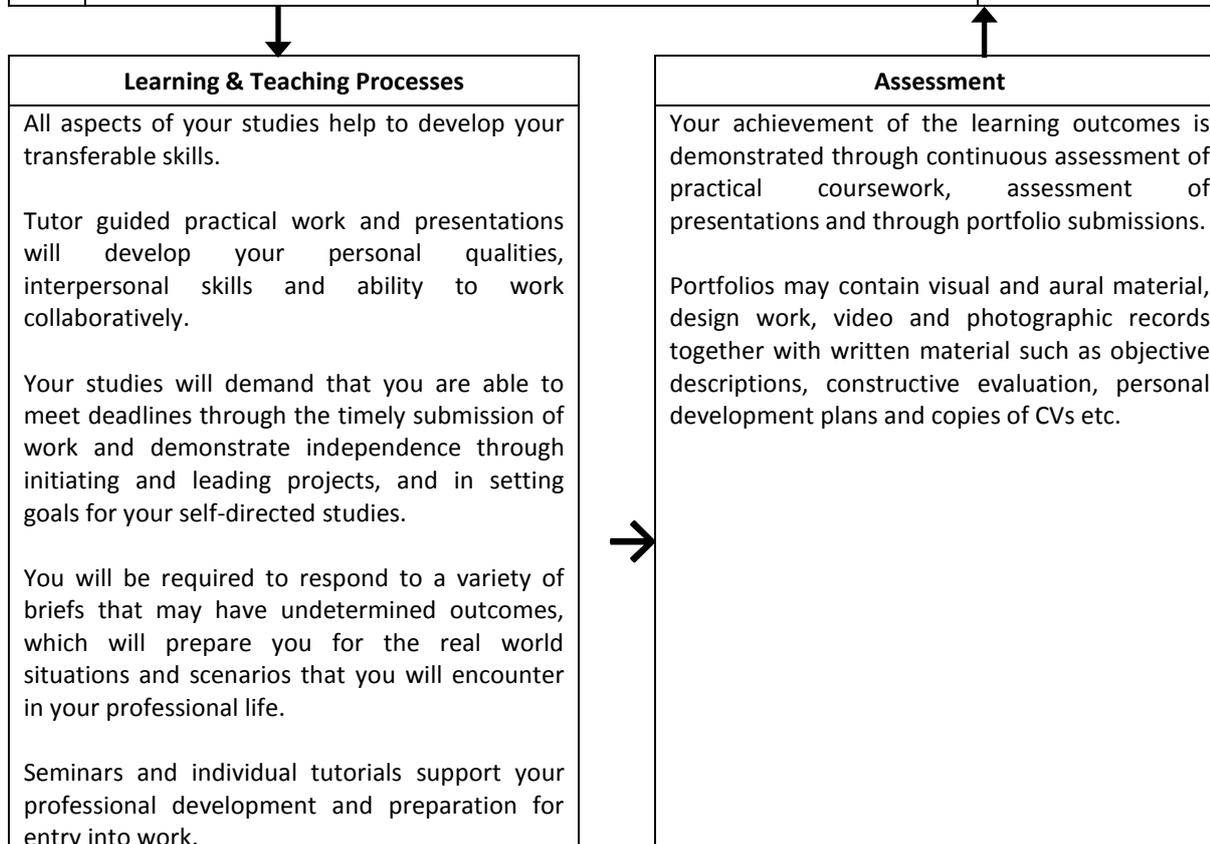
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### D. Transferable Skills/Personal Qualities

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

		Benchmark
<b>D1</b>	demonstrate personal self-discipline, self- management and self sufficiency	DDP 7.14.4,5
<b>D2</b>	work independently, show initiative and set your own deadlines	DDP 7.14.4,5
<b>D3</b>	work collaboratively as a team member and team leader with specialists from a range of disciplines	DDP 7.14.3
<b>D4</b>	employ a range of interpersonal skills and demonstrate an ability to listen and respond to the ideas of others	DDP 7.14.5
<b>D5</b>	present ideas, concepts and plans using communication techniques appropriate to the intended audience	DDP 7.14.1
<b>D6</b>	adapt confidently to a range of different contexts and situations, including circumstances of ambiguity, uncertainty and unfamiliarity	DDP 7.14.3
<b>D7</b>	be innovative in problem solving and decision making	DDP 7.14.2,3
<b>D8</b>	take full responsibility for your own learning strategy	DDP 7.14.4
<b>D9</b>	effectively promote your own skills and abilities, and develop a coherent career plan	DDP 7.14.4, 5



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### 4. THE STRUCTURE OF THE PROGRAMME

#### Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
<b>Level 4</b>			
AT401	The American Play in Performance	20	10
AT402	American Performance in Context	20	10
AT403	Ensemble Skills 1: Directed Scenes Project	20	10
AT404	Critical Perspectives	20	10
AT405	American Musical Theatre	20	10
AT406	Ensemble Skills 2: The Group Project	20	10
<b>Level 5</b>			
AT501	American Models of Theatre Practice 1 (Performance)	20	10
AT502	American Models of Theatre Practice 2 (Directing/Writing)	20	10
AT503	American Models of Theatre Practice 3 (Dramaturgy/Theatre History/Performance Theory)	20	10
AT504	Crossing Frontiers 1: Shared Aspects of European and American Theatre	20	10
AT505	Crossing Frontiers 2: Changing Performance	20	10
AT506	Staging Identity: Production Project	20	10
<b>Level 6</b>			
AT601	Crossing Frontiers 3: European and American Tragic Theatre	20	10
AT602	Professional Preparation	20	10
AT603	Independent Research Project	40	10
AT604	Production Project: American Theatre in Performance 1	20	10
AT605	Production Project: American Theatre in Performance 2	20	10

#### Programme Structure

<b>Level 4</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
The American Play in Performance		Critical Perspectives	
American Performance in Context		American Musical Theatre	
Ensemble Skills 1: Directed Scenes Project		Ensemble Skills 2: The Group Project	
<b>Level 5</b>			
<b>Semester 1 (United States)</b>		<b>Semester 2 (RBC)</b>	
American Models of Theatre Practice 1 (Performance)		Crossing Frontiers 1	Crossing Frontiers 1 (Contemporary Scene Project)
American Models of Theatre Practice 2 (Directing/Writing)		Crossing Frontiers 2	
American Models of Theatre Practice 3 (Dramaturgy/Theatre History/Performance Theory)			Staging Identity (Production Project)
<b>Level 6</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
		Independent Research Project	
Crossing Frontiers 3		Production Project 1	
Professional Preparation		Production Project 2	

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#### 5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
<p><b>Year 1 (Level 4)</b> <b>(Certificate of Higher Education)</b></p>	<p>Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. You will begin to learn a range of performance skills and contextualise these in a developing understanding of American theatre.</p> <p>On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a range of physical and vocal performance skills</li> <li>• integrate these various skills and techniques into performance related to your study</li> <li>• engage with and identify collaborative processes within theatre-making</li> <li>• identify key concepts and ideas of major theorists and practitioners of American theatre</li> <li>• plan and prepare for seminars, workshops and rehearsals</li> <li>• demonstrate an awareness of professional discipline towards the work</li> <li>• demonstrate an independent imaginative response to your interpretation of text and performance</li> </ul>
<p><b>Year 2 (Level 5)</b> <b>(Diploma of Higher Education)</b></p>	<p>Level 5 develops your skills towards a level appropriate to professional work and provides experience of performance in collaboration with other disciplines.</p> <p>On completion of level 5, you will be able to:</p> <ul style="list-style-type: none"> <li>• employ diverse physical and vocal performance skills in a range of performative contexts</li> <li>• evaluate critically the processes of the performer, director and designer within theatre making</li> <li>• analyse the inter-relationships between the performer, director, designer and the audience in the creation of the theatre event</li> <li>• articulate and engage critically with the principles, concepts and ideas of writers and practitioners in an international context</li> <li>• apply a range of analytical, reflective and communicative skills informed by an understanding of practices inherent in theatre making</li> <li>• initiate projects and lead seminars, workshops and rehearsals</li> <li>• demonstrate creativity and originality in the study and presentation of material,</li> <li>• take some responsibility for the development and assessment of your own professional skills.</li> </ul>
<p><b>Year 3 (Level 6)</b> <b>(Bachelor's Degree with Honours)</b></p>	<p>Please refer to programme level ILOs</p>

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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 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 (LRC) at induction, and receive both targeted and on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level Learning outcomes reflect this. At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are 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 are more complex 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)

	Code	Module title	Cr	Knowledge & Understanding					Intellectual Skills						Practical Skills				Transferable Skills & Personal Qualities								
				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6	D7	D8	D9
<b>Level 4</b>	AT401	The American Play in Performance	20	A			A		A		A				A			A		A		A					
	AT402	American Performance in Context	20	A	A	A			A		A	A			A	A			A	A			A				
	AT403	Ensemble Skills 1: Directed Scenes Project	20	A	A	A			A		A		A		A		A	A	A	A			A		A		
	AT404	Critical Perspectives	20	A	A		A		A		A	A			A	A		A	A			A	A				
	AT405	American Musical Theatre	20	A	A			A	A		A		A		A		A	A	A			A	A				
	AT406	Ensemble Skills 2: The Group Project	20	A		A	A		A		A		A		A	A	A			A	A	A	A		A		
<b>Level 5</b>	AT501	American Models of Theatre Practice 1 (Performance)	20	A	A	A			A				A	A	A	A		A	A			A		A	A		
	AT502	American Models of Theatre Practice 2 (Directing/Writing)	20	A	A			A	A		A	A	A		A	A		A				A		A	A		
	AT503	American Models of Theatre Practice 3 (Dramaturgy/Theatre History/Performance Theory)	20	A	A			A	A		A	A		A	A	A		A				A		A	A		
	AT504	Crossing Frontiers 1: Shared Aspects of European and American Theatre	20	A		A	A		A		A	A			A	A		A			A		A	A			
	AT505	Crossing Frontiers 2: Changing Performance	20	A		A	A		A	A	A	A			A	A		A			A		A	A			
	AT506	Performance Skills (Production)	20	A	A			A	A		A		A		A	A	A		A		A		A		A		
<b>Level 6</b>	AT601	Crossing Frontiers 2: Origins and development of European and American Tragedy	20	A		A	A		A		A	A			A	A		A			A		A				
	AT602	Preparation for the Profession	20			A	A	A	A	A			A	A		A		A		A	A			A		A	A
	AT603	Independent Research Project	40	A	A	A	A		A	A	A			A	A	A		A			A	A		A	A	A	A
	AT604	Production Project: American Theatre in Performance I	20		A	A		A	A			A	A	A	A		A	A			A	A			A	A	
	AT605	Production Project: American Theatre in Performance II	20		A	A		A				A	A	A	A		A	A			A	A			A	A	A

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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 and Director of Learning, Teaching & Curriculum Development. They should then be sent for consideration by the relevant External Examiner. The proposed modifications, together with the completed proforma, will then be sent to the Learning, Quality & Standards Committee.

<b>Date of original production:</b>	June 2011
<b>Date of current version:</b>	Updated July 2017

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