

Rose Bruford College
Undergraduate Programme Specification



School of Performance

Bachelor of Arts (Honours)
Theatre & Social Change

Programme Specification
November 2023 (Updated)

Rose Bruford College

Undergraduate Programme Specification

Introduction: What are programme specifications?

Programme specifications focus on single programmes of study, and outline the intended knowledge, understanding, skills and attributes of a student successfully completing that programme. A programme specification also gives details of teaching and assessment methods as well as linking the programme to the Framework for Higher Education Qualifications and any subsequent professional qualification and career path.

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.

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1. GENERAL INFORMATION

UCAS Code	Name of final award	Programme Title	Duration	Mode of study
	BA (Hons)	Theatre & Social Change	3 years	Full-time

Intermediate Awards (Exit awards only)

DipHE	Theatre & Social Change	2 years	Full-time
CertHE	Theatre & Social Change	1 year	Full-time

Teaching Institution	Rose Bruford College of Theatre & Performance
Awarding Institution	Rose Bruford College of Theatre & Performance
External Examiner	Dr Caoimhe Mader McGuinness Kingston University
Programme Accreditation	
Relevant QAA subject benchmark(s)	Dance, Drama and Performance (2019)
Other Points of Reference	

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2. AIMS OF THE PROGRAMME

Theatre & Social Change will guide and support your development towards a professional career in the cultural industries. This development will be based on nurturing your abilities and confidence as a theatre-maker, change-maker and producer who can create and support artistic and community-engaged projects that shape our world in new and necessary ways. Theatre & Social Change draws on Rose Bruford College's distinctive legacy as a space for inclusive education and community engagement, and extends this into your training with competencies and confidence in making and producing theatre and performance which is valued by communities, artistically and politically rigorous, and in aid of overall social change. The course is inspired by the collegial and collaborative environment of Rose Bruford College, preparing you to live and work inside the creative industries and to feel empowered as a leader in both professional and community settings. The course will be taught by a range of industry professionals and researchers and will offer work placements and a range of practical projects, in line with Rose Bruford College's Learning, Teaching and Student Support Strategy, particularly with regard to embedding professional preparation and promoting a diverse range of voices.

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

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

The programme aims to:

01	develop you as an artistic change-maker with a comprehensive grounding in the skills of theatre-making and creative producing, who can respond to the rapidly-changing theatre and cultural industries
02	give you an understanding of social change in its artistic, business, cultural, social, ethical, political, historical and theoretical contexts, drawing on Rose Bruford College's long-established and inclusive pedagogic approach
03	give you the artistic, technical and organisational skills appropriate to the artistic change-maker
04	develop your independent and collaborative skills in research, critical awareness and analysis.
05	enable you to become a responsive and reflective practitioner

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06	enable you to make an effective, responsive and innovative contribution to the creative and cultural industries, and wider society
07	enable you to work collaboratively with practitioners from other disciplines

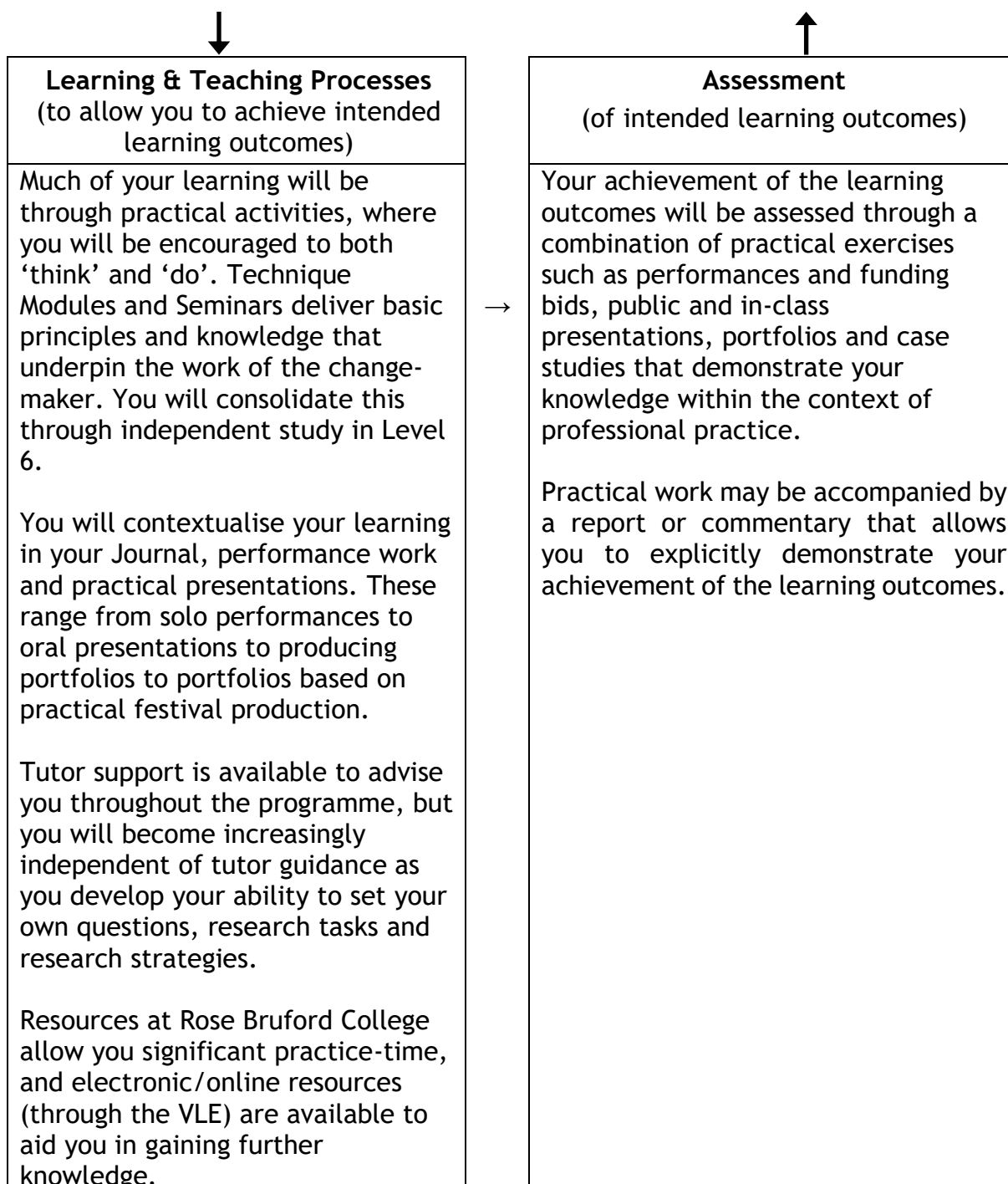
3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge and Understanding

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

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

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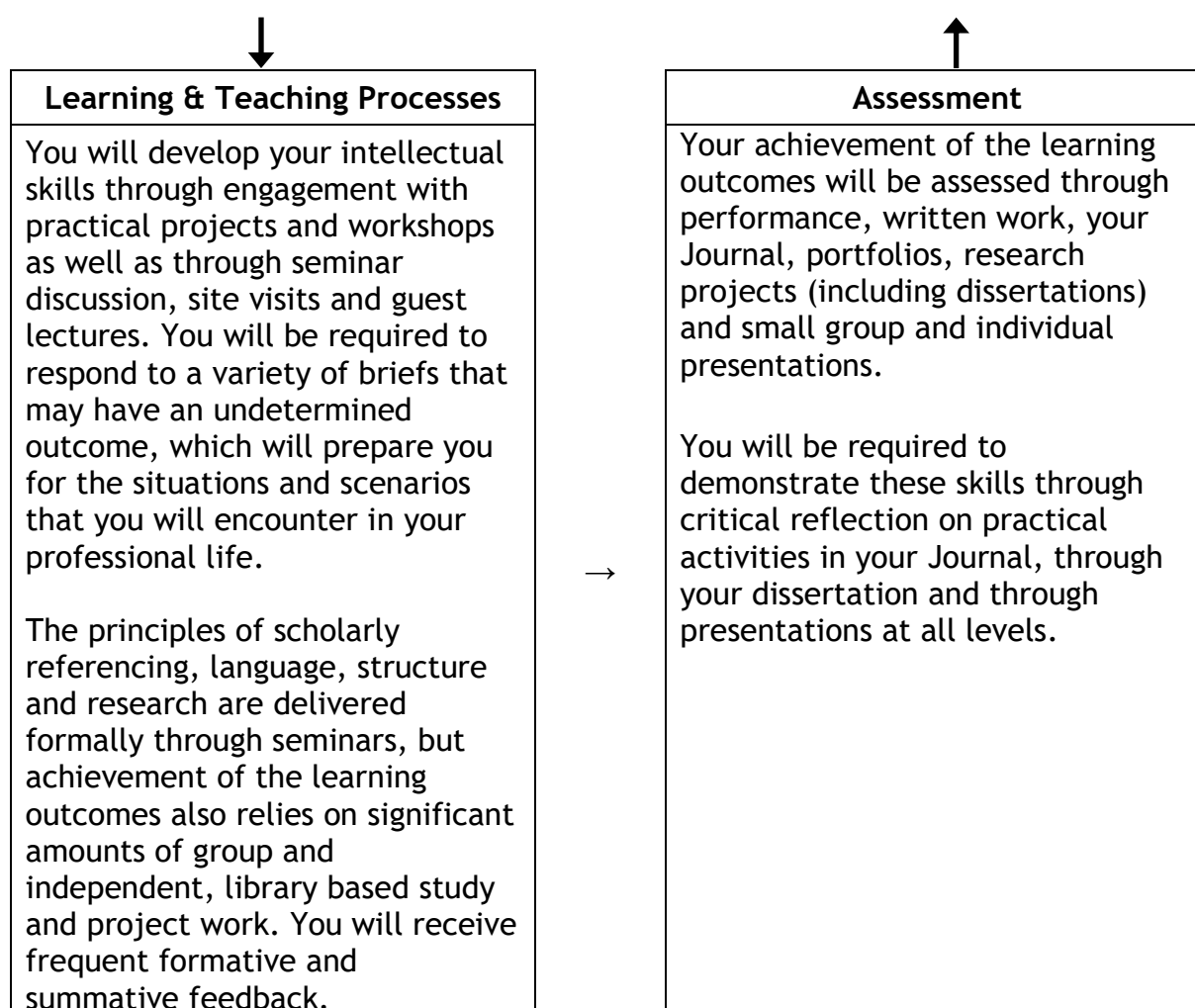


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B. Intellectual Skills

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

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

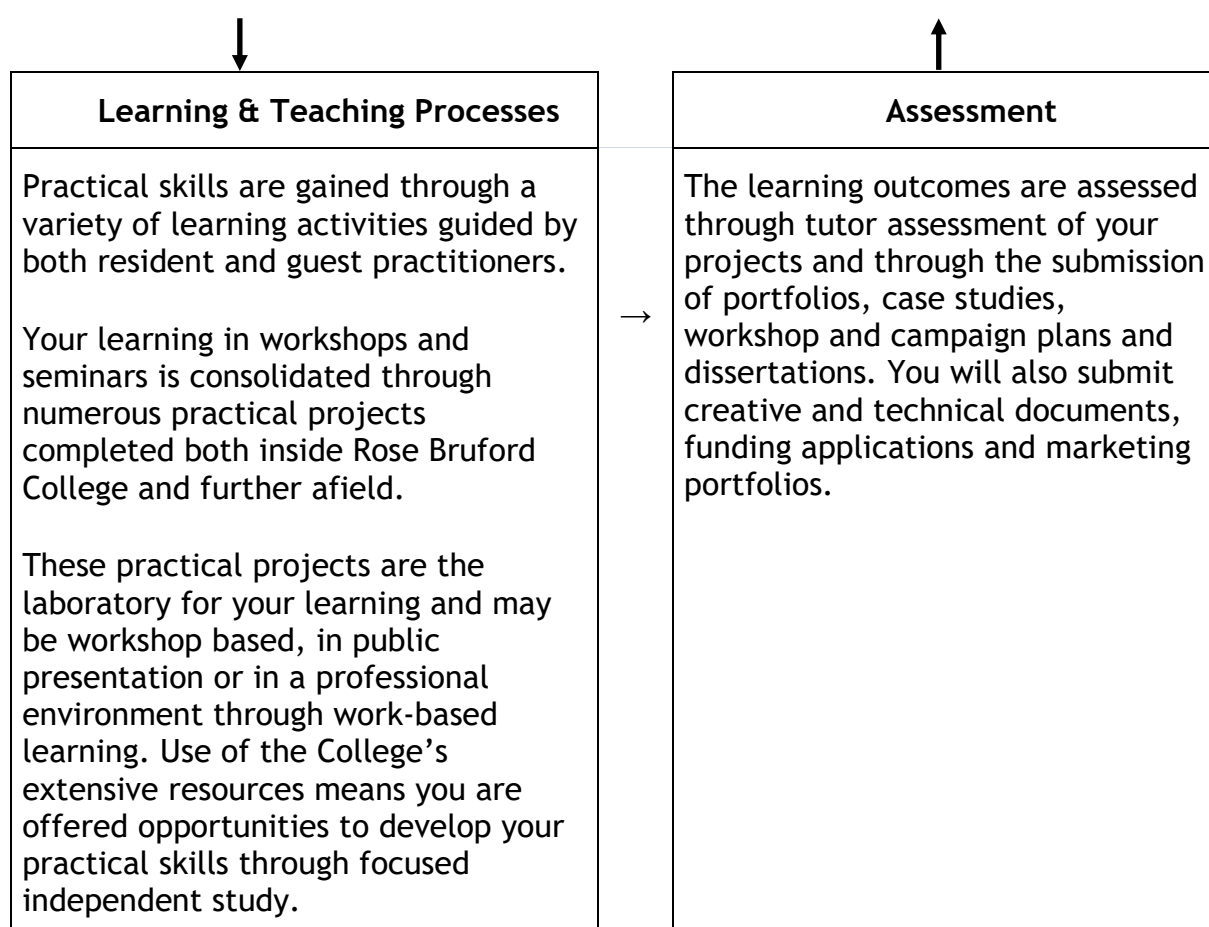


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C. Practical Skills

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

		Benchmark
C1	demonstrate an appropriate level of competence in a range of performance, design, production and presentation skills appropriate to the change-maker	DPP 5.2.i
C2	demonstrate the application of theory to practice within performance	DPP 5.4i
C3	produce written work with appropriate scholarly and professional registers/conventions, particularly in relation to funding applications and strategic planning	DPP 5.9.ii
C4	consider, acknowledge and respect diverse opinions and the social, cultural and ideological positions from which they arise	DPP 5.8.v
C5	understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals	DPP 5.8.ii

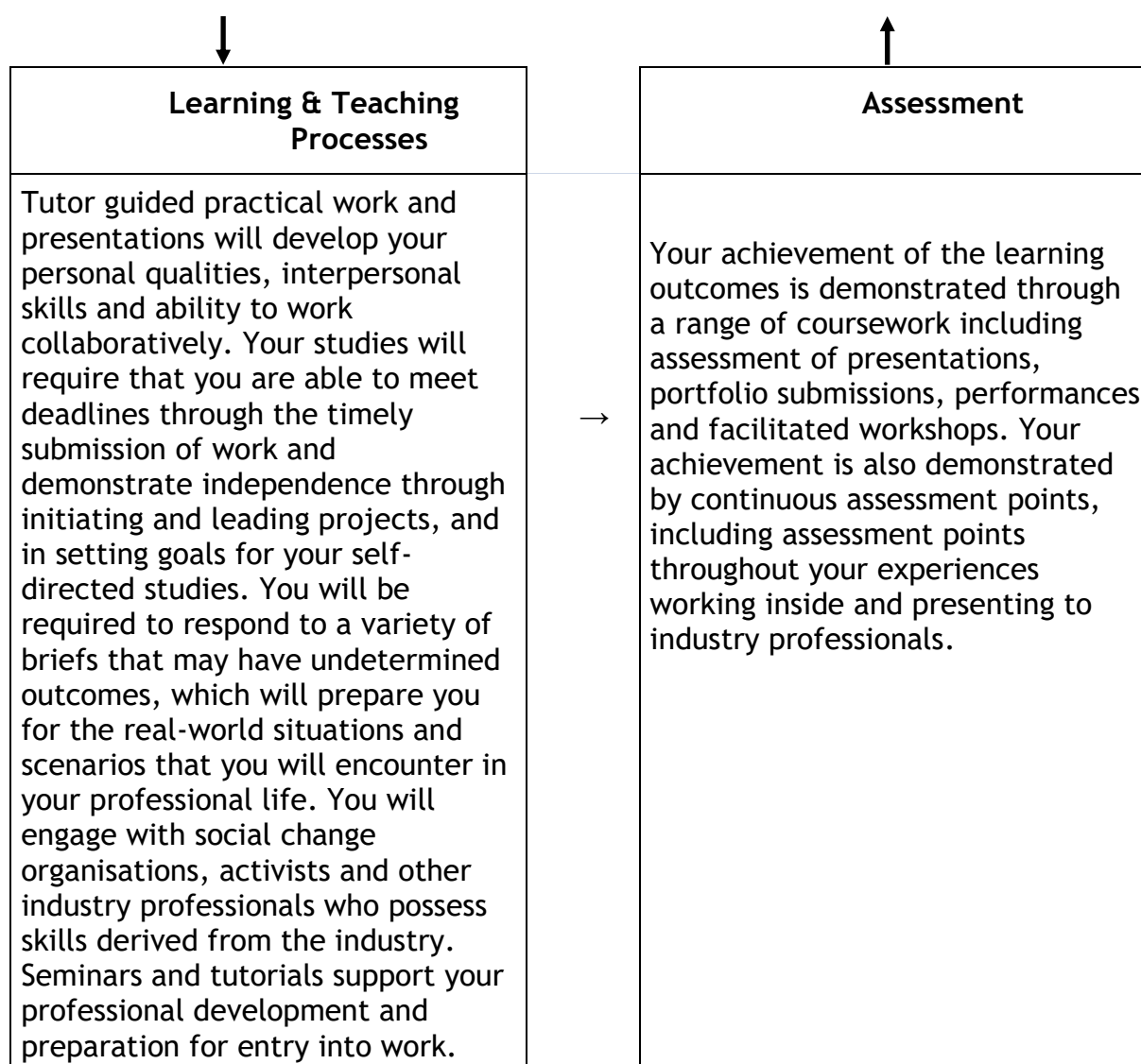


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D. Transferable Skills/Personal Qualities

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

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



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4. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Level 4			
TSC406	Performing I	40	20
TSC403	Activating Change I	40	20
TSC407	Producing I	40	20
Level 5			
TSC506	Performing II	40	20
TSC503	Activating Change II	40	20
TSC507	Producing II	40	20
Level 6			
TSC601	Performing III: ICP	40	20
TSC604	Activating Change III: IRP	40	20
TSC603	Producing III: IPP	40	20

Programme Structure

Level 4	
	<ul style="list-style-type: none"> Performing I (TSC406)
	<ul style="list-style-type: none"> Activating I (TSC403)
	<ul style="list-style-type: none"> Producing I (TSC407)
Level 5	
	<ul style="list-style-type: none"> Performing II (TSC506)
	<ul style="list-style-type: none"> Activating II (TSC503)
	<ul style="list-style-type: none"> Producing II (TSC507)
Level 6	
	<ul style="list-style-type: none"> Performing III (TSC601): Independent Creative Project
	<ul style="list-style-type: none"> Activating III (TSC604): Independent Research Project
	<ul style="list-style-type: none"> Producing III (TSC603): Independent Producing Project

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
Year 1 (Level 4)	<p>Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. In addition, you will begin to learn the practical and technical skills of the performer, producer and change-maker and contextualise these in a developing understanding of theatre and social change.</p> <p>On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> * demonstrate a range of performance making skills including Voice, Movement and Design; * integrate these various skills and techniques into a solo performance; * engage actively in reflective practice processes, and lead a reflective practice session for your peers; * apply historical and contextual research to performance in a manner which extends its reach; * articulate informed ideas and concepts, about the producing of social change, in seminar discussion and in writing; * deploy the basics of practice-based research in artistic and analytic ways.
Year 2 (Level 5)	<p>Level 5 develops your skills towards a level appropriate to pre-professional work and gives experience of outside professional and community contexts, including via work placement, group facilitation and guest lecture series.</p> <p>On completion of level 5 you will be able to:</p> <ul style="list-style-type: none"> * negotiate organisational and logistical planning for making and producing both group devised performance and facilitated workshop; * articulate your artistic and intellectual ideas on contemporary social change movements in both written and practical modes, all focused on public engagement; * present your theoretical ideas confidently using appropriate performance methodologies; * manage projects both on-campus and beyond Rose Bruford College.

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Year 3 (Level 6)	<p>Level 6 completes the development of your skills and readies you for professional work in creative, artistic, intellectual and practical/work place settings. You will demonstrate this professional readiness with public-facing creative practice, public-facing pitches to industry professionals and dissertations.</p> <p>On completion of level 6 you will be able to:</p> <ul style="list-style-type: none">* produce your own independent creative practice, be that in solo or group performance, workshop facilitation, installation, public, playwriting or other creative medium;* conceptualise a project - both imaginatively and practically - inspired by your work placement, demonstrating your readiness for career in changemaking artistic settings.* lead your own research process in which you conduct original research and publish writing to a professional standard.
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6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Welfare advice and counselling is available to all students.
- A Specialist Support and Equality Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. At four points during the programme, students discuss their personal and professional development with a programme tutor, and plan future action.
- On-going study support is provided through the specialist Academic Support Team, and through on-line support materials.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level learning outcomes reflect this. At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the live performance industry and your developing professional practice.

At Level 5, projects introduce more complexity and demand greater personal responsibility; associated tutorials will both guide you through projects and encourage reflection and contextualisation.

Placements and studies of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.

At Level 6, you are expected to be a self-directed learner; again regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

Through all three levels, Personal Development Planning will frame your learning in individual and professional terms.

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7. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME
(A = Skills assessed within the module)

				Knowledge and Understanding					Intellectual skills				Practical skills					Transferable skills				
	Code	Module title	Cr	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
Level 4	TSC406	Performing I	40	X	X				X		X	X	X			X		X			X	
	TSC403	Activating Change I	40			X		X	X	X	X	X		X	X	X	X		X	X	X	X
	TSC407	Producing I	40			X			X	X		X			X		X		X			
Level 5	TSC506	Performing II	40	X	X	X	X		X	X	X		X	X	X	X		X	X	X		X
	TSC503	Activating Change II	40		X			X	X	X	X	X		X	X	X	X	X	X		X	X
	TSC507	Producing II	40		X	X	X	X	X		X	X	X	X		X	X		X	X	X	
Level 6	TSC601	Performing III: Independent Creative Project	40	X		X			X	X	X	X	X	X	X		X	X	X	X		
	TSC604	Activating Change III: Independent Research Project	40		X		X		X			X	X	X	X			X		X	X	
	TSC603	Producing III: Independent Producing Project	40	X	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X

8. CRITERIA FOR ADMISSION

The criteria for admission are 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 Vice Principal. 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 Academic Development Committee.

Date of original production:	January 2020 (modules renumbered)
Date of current version:	November 2023