



UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

ACTING FOR SCREEN AND DEVISED
PERFORMANCE

Programme Specification
APRIL 2025

Contents

1. GENERAL INFORMATION	3
2. STATEMENT	5
3. AIMS OF THE PROGRAMME	5
4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT	7
5. LEARNING THEMES.....	8
6. LEARNING AND TEACHING PROCESSES.....	10
7. CURRICULUM CONTENT.....	13
8. ASSESSMENT.....	15
9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT	18
10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT	21
11. THE STRUCTURE OF THE PROGRAMME	22
12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT	22
13. CRITERIA FOR ADMISSION	24
14. PROGRESSION AND ASSESSMENT REGULATIONS	24
15. MECHANISM FOR PROGRAMME REVISION	24
16. APPENDIX 1: SUBJECT BENCHMARK MAPPING	24
17. APPENDIX 2: ATTAINMENT AT EACH LEVEL	25

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
TBC	BA (Hons)	Acting for Screen and Devised Performance	3 Years	FT

Intermediate Awards

Award	Programme Title	Duration	Mode of study
Cert HE	Acting for Screen and Devised Performance	1	Full time
Dip HE	Acting for Screen and Devised Performance	2	Full time
BA (without honours)	Acting for Screen and Devised Performance	3	Full time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	TBC
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Dance, Drama and Performance (2024).
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 for Screen and Devised Performance Programme at Rose Bruford College:

BA (Hons) Acting for Screen and Devised Performance is an innovative, intensive professional actor training programme designed to give you the skills to perform, develop, and make your own work across live performance, digital media, audio and screen.

Over three years, you will explore a range of performance practices, with emphasis on contemporary and co-created methodologies, alongside training in screen and digital techniques. The programme enables you to make decisions effectively and critically in diverse professional contexts, including text based, improvisational and original devising work. The programme supports you to develop your skills and knowledge base within a context of collaborative and trans-disciplinary working.

It is a unique offer to deliver a programme that puts screen work and devising in direct relationship to each other. This programme considers screen work as expansive- the training covers realism and techniques for screen acting and then goes beyond that to explore the most cutting-edge screen work such as choreographic practices, gaming and digital work, long-form improvisation and bricolage. Your learning journey is designed so that devising for live theatre and creating film and digital works are symbiotic.

The programme develops advanced practical and critical skills in the core areas of Acting, Voice and Movement to enable students to work to professional standards as actors and performer/makers in live performance and digital media contexts, including screen. As well as the core disciplines of acting, voice, and movement, you will engage with emerging performance technologies and emerging and co-created devising methods, equipping you with versatile and transferable skill sets.

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 for Screen and Devised Performance Programme** priorities three key themes which inform its development: creativity, entrepreneurship and social value.

In relation to these themes, the programme aims:

Additionally

- To expand and deepen the skills, knowledge and experience needed to function creatively and critically in rapidly changing professional theatre, performance and media cultural landscapes.
- To provide students with individual and collaborative learning experiences of acting and performing in live and mediated contexts enhancing their abilities to understand the impact of specific techniques and technologies on their creative practice.
- To provide students with the skills, knowledge and experience of developing research skills pertinent to generating and presenting cultural content in the public domain.
- To support students to realise their potential of being a multi and inter-disciplinary practitioner
- To provide students with the abilities to give and receive feedback in various learning and professional contexts as a core skillset enabling the development of a self-reflexive creative practitioner.
- To engender a strong sense of agency and entrepreneurialism for each student to enable them to understand how they might best utilise their skills, knowledge and experience as professionals within the cultural industries but particularly in performance and digital performance arenas.

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 an Actor. 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>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 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

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of designer for performance and digital media, 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/creator will depend on your ability to show:

1. Creativity

...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve.

2. Organisation & collaboration

...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.

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.

4. Professional practice & competences

...show knowledge of and apply - processes, practices, techniques, technologies, materials, regulations, protocols.

5. Research & knowledge skills

...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.

6. Understanding Context

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

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.

6. LEARNING AND TEACHING PROCESSES

Learning Journey

The learning journey of this programme is designed around three key principles: learn, test and disrupt. These principles offer a progression that offers the acting, voice, movement and performance-making skills you need to apply across theatre, TV, film, audio and digital spaces, the agency to test the skills across a range of texts and mediums and in the creation of your own work, and finally the opportunity to disrupt and agitate canonical texts and innovate new shapes and structures for performance. The programme is written with the necessary flexibility to be responsive to the cohort. Rather than being dominated by a particular set of practitioners or approaches, the teaching staff will adapt and respond according to the needs and interests of the ensemble.

Level 4 begins with self- your background, identity, voice and body- and leads towards a process of character 'transformation', enabling you play characters far away from your own identity and given circumstances. We believe it is important to begin with self so that you understand the importance and value of your own identity both as actor and as artist/creator. Text work in Semester 1 will be selected collaboratively and will reflect aspects of your identity that you wish to explore. In voice and movement, you will learn about your voice and the way your body moves to recognise your habits and begin to work with ease and control. We will not erase any habits you have, rather you will learn the strengths and challenges of your vocal and movement qualities in order to build towards character transformation. All of this work will be supported by autobiographical devising, again using the stories that you hold to create new material. In Semester 2, the text work diversifies, allowing you apply the core skills learned in Semester 1 to material further away from your own given circumstances. We will look to historical plays beginning with realism so that you can apply core text analysis skills. The first year of study culminates in a group project which invites you to make a new piece of work co-created with the ensemble and a director. This project allows you to test the skills you have learned across the year and enables you to track the progression from self to transformation through performing and performance-making skills.

At Level 5, the text work moves away from realism to more expansive and exploratory works, that may include the postmodern, postdramatic and avant garde. This study will test your acting skills further and broaden the references you use to make your own performance. In Collective Creation, you will move away from live performance to test the parameters of screen and digital, creating works that will stretch your artistry and develop your style and taste as an artist. You will also learn and test skills that are required for motion capture, gaming and new technologies emerging in the performance industries. In Semester 2 you will focus on poetic text, building further on your skills and performance vocabularies. You will study

Shakespeare and his contemporaries, allowing you to feel confident with classical text. The text and movement work will explore the extremities (and similarities) of comedy and tragedy allowing for flexibility and versatility. The final project in Level 5, requires you to test the tools you have learned across experimental and poetic text to disrupt a canonical text. This culmination of the work will see you working with the ensemble and director to re-invent and re-imagine a classical text for a contemporary audience, disrupting form and inventing new dramaturgies.

Level 6 bridges the training and the beginning of your professional career as an artist. The curriculum is designed to synthesise your skills and push your creativity as you continue to learn, test and disrupt. You will engage in a number of performances that will meet public audiences: a live ensemble production, a short film, and a festival of devised work. The devised festival invites you to form small companies to explore a research question, this is an opportunity to make a piece of performance (live, digital or hybrid) that makes a statement about your artistry and that you can take beyond the training. You will also meet key industry contacts through an acting showcase in central London, audio clips and showreels. Your professional development will be supported with sessions on funding, taxes, and audition technique. By the end of the programme, you will be ready to pursue your career with agency and autonomy.

Here is a more detailed look at each Level:

YEAR 1 / LEVEL 4

The training on this programme 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.

The programme focusses on the inter-relationship between voice and body as a core set of skills and knowledge for all students. Voice and Movement Classes at Level 4 will give you the tools to recognise 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.

You will engage with language through dramatic texts and other text-based materials to gain insights into the creation of character and how characters interact in time and space with each other psychologically, emotionally and physically.

You will learn to enhance your curiosity and to sustain and deepen your awareness of how texts move into public performance through rehearsals. You are introduced

to how performing in different media contexts require shifts in techniques and technologies.

You are introduced to creative making practices that are collaborative and collective in focus, and which deploy different source materials as a catalyst for creation. Skills and knowledge are developed here in relation to creating work in and for specific audiences which provides opportunities to develop rehearsal content and delivery.

Practice based studio and research skills are developed through seminars, group discussions, going to see professional theatre and performance work and through screenings and reading lists – all of which extend the breadth and depth of knowledge relating to the changing professional and cultural landscape.

YEAR 2 / LEVEL 5:

You will continue to expand your skills, knowledge and experience of acting, voice, movement and creation of new work as a core spine of the Year 2 programme. Historical and contemporary texts and scores further challenge you to apply existing skills and knowledge to the staging of these works as well as opening new opportunities to acquire additional skills and sensibilities within workshop, rehearsal and performance settings.

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, theatre and media-based project work.

More emphasis is placed this year on the demands of creating and performing materials that are for digital media landscapes. You will experience first-hand the different techniques required to function at a high level in these different areas of practice.

The contextualisation of the module content is embedded within each of the specific module strands allowing for specific teaching, learning and assessment methodologies to be tailored to the subject matter that is being explored. Academic and professional industry practices run in parallel and contribute significantly to achieving the overall aims and objectives of the programme of study.

The work produced at Level 5 feeds into the CV and professional portfolio building for all course participants.

YEAR 3 / LEVEL 6:

In this year all students focus on public facing performance presentations working with a wide range of external theatre and media practitioners enhancing their skills of collaboration and working to tight professional deadlines.

All students produce a showreel, an audio/sound portfolio, a self-tape as well as performing live for public audiences. This work is documented and forms an important aspect of the public facing professional profile for each individual student. This digital professional profile evidences your creative abilities, your entrepreneurial abilities to create new work and an ability to reflect on the social impact of your public facing work.

Visiting professionals – directors, editors, sound artists, designers – are brought in to support individual students and groups to create work to the highest professional standards possible.

You will create a Practice Research Project, forming small performance companies (in groups of 5-7) to make a new piece of performance. This project will begin with a research question you are all keen to interrogate and that has emerged during your programme of study. You will contextualise your practice research through EITHER a viva OR an analytical essay.

A personal and professional development module curates a series of activities for students to enable them to enter the professional environment with up-to-date insights. These sessions will relate to both live theatre and digital media contexts as well as supporting students who wish to form their own companies or operate as freelance practitioners to have real insights into how to achieve their ambitions.

A showcase event co-curated with staff and students will profile the best of the student output in the public domain and help launch them into the professional world and/or assist them to go on to further studies at postgraduate levels.

7. CURRICULUM CONTENT

Indicative Content

Details of module content will be in the module guides, but it is useful to summarise key areas of study here in the programme specification, as this gives a clear overview and enables the development of strands eg academic skills, employability skills, specific subject / industry area knowledge and understanding to be seen.

Learning theme: CREATIVITY. Creativity exists in the programme at all levels of study. Creativity and curiosity are evidenced in workshop, seminar, performance environments as students expand their skills, knowledge and experience in performance making and generating media related content for existing and new audiences. Reflecting on and analysing other people's work as a precursor to expanding a self-critical vocabulary is a creative act. Developing professional level giving and receiving feedback strategies enables peer group cohesion by building

shared skills sets. Interpreting existing materials as well as innovating through the development of new materials and innovative forms of production push a student's understanding and ambitions as future cultural ambassadors.

Level 4 modules ASDP451 ASDP452 ASDP453	Level 5 modules ASDP551 ASDP552 ASDP553	Level 6 modules ASDP651 ASDP653
Areas of study Workshops, seminars, tutorials, first-showings, performances/screenings.	Areas of study Workshops, seminars, tutorials, first-showings, performances and screenings.	Areas of study Performances, screenings, research and development; tutorials.

Learning theme: ENTREPRENEURSHIP: This learning strand exists at all levels of study but particularly at Levels 5 and 6. The programme seeks to enable students to better understand how to become a proficient actor/performer as well as becoming a content creator in and across different media and cultural landscapes. Increasingly the cultural sector, in line with other professional environments, are looking for innovation in content, form and distribution. Graduates will need to sustain a creative life by working in different contexts and adapting to cross functional roles. Being able to negotiate a professional life through agent to agency is seen as a key graduate attribute.

Level 4 modules ASDP452	Level 5 modules ASDP551 ASDP552	Level 6 modules ASDDP652 ASDP653
Areas of study: Workshops, tutorials, seminars; screenings; performance attendance.	Areas of study Workshops, tutorials, seminars; screenings; performance sharing's and performance attendance; peer group feedback sessions.	Areas of study: Rehearsal and public showings and screenings; showreel and professional portfolio development; research and development; creation of new work.

Learning theme: SOCIAL VALUE. This learning strand supports students to gain insights into the cultural value of performance making as a presentational and interactive social cultural practice. Likewise, the generation of mediated content in differing media contexts requires student/makers to gain a better understanding of how audiences are identified and created as a participating community of cultural practice. As both interpreters and generators of cultural content, the students can explore how to craft materials with and for different audiences/consumers.

Level 4 modules ADSP 451 ASDP452	Level 5 modules: ASDP551 ASDP552	Level 6 modules: ASDP651 ASDP653
Areas of study: Workshops; and rehearsals; seminars tutorials; performance and screenings; feedback sessions.	Areas of study: Workshops and rehearsals; seminars/tutorials; performance and screenings; feedback sessions.	Areas of study: Workshops and rehearsals; seminars/tutorials; performance and screenings; feedback sessions.

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through marking criteria 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 several 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 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 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/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, 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.
- the ability to listen and respond to others in a positive and constructive way.
- the 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.
- exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies/materials/processes/practices/techniques/regulations/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:

- the 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:

- the ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness.

- the 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.

Commented [JP1]: Same as above comment

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Formative Assessment

Formative feedback is given throughout class activities and rehearsals, as experimenting with and evaluating specific exercises plays a major role in the teaching and learning process. With high contact hours, you will receive consistent verbal feedback before and after assessments. This means you have a solid and hands-on understanding of your progress and the areas you need to work on next. Formative assessment will be considered through active participation in classwork, demonstration of skills, progression, attainment, and through practical performance sharings such as performances, movement and dance sharings, poetry, verse and speech sharings, annotated scripts and journals and the creation of new work.

You will be asked to keep a reflective journal throughout your study to track your progression.

Summative Assessment

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
ASDP451	Acting 1	40	Reflective tutorial (Pass/Fail)	20 minutes
ASDP452	Collective Creation	40	Process (50%) and Performance (50%) of a new devised work	Approx. 60 minutes
ASPP453	Voice and Movement 1	40	Reflective tutorial (Pass/Fail)	20 minutes
ASDP551	Acting 2	40	Reflective tutorial	25 minutes
ASDP552	Collective Creation 2	40	Semester 3 Illustrated Practice Statement of new digital work Semester 4 Process (50%) and Performance (50%) of a new devised live performance	1500 words (plus imagery and links to material) 60 -90 minutes
ASDP553	Voice and Movement 2	40	Reflective tutorial	25 minutes
ASDP651	Performance	60	Live performance 1 (50%) Short Film (50%)	90 minute performance 10 minute short film
ASDP652	Personal and Professional Development	20	Presentation of Self Promotion Portfolio and plan (60%)	20 minute presentation

			Assessment of preparation for mock auditions and showcase (40%)	1hr showcase
ASDP653	Practice Research Project	40	VIVA Practice Research Portfolio	30 minute VIVA and 1500-2000 Practice Research Portfolio

Notes on assessment:

A 'reflective tutorial' is an opportunity to meet, discuss and share your progress with your tutor. You will be asked to fill out an evaluation form before the tutorial that details your successes, challenges, and ways to move forward. You are in the driving seat in this tutorial and the reflection is led by you. The assessing tutor will feedback according to the learning themes being assessed. You will find a mark for the module collaboratively.

Any performance work that is assessed will take into account process and final performance and will capture the learning themes outlined in the module specification.

10.ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	ASDP451	ASDP452	ASDP453	Weighted av. for L4*	ASDP551	ASDP552	ASDP553	Weighted av. for L5*	ASDP651+652	ASDP653	ASDP654	Weighted av. For L6*	Weighted av. for degree
Credits	40	40	40	120	40	40	40	120	60	30	50	120	360
1. Creativity	0	50	0	33	0	50	0	20	0	0	25	22	25
2. Organisation & Collaboration	25	25	0	20	0	0	25	13	0	25	0	12	15
3. Communication	0	0	25	13	25	0	0	13	25	0	0	10	12
4. Professional practice & competences	0	0	50	13	50	0	25	20	50	25	0	20	18
5. Research & knowledge skills	25	25	0	13	0	25	0	10	0	0	0	15	13
6. Understanding context	50	0	0	13	25	25	0	250	25	0	25	12	15
7. Reflection & learning	0	0	25	13	0	0	50	0	0	50	0	10	11

* With rounding errors

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
Acting 1	Acting 1	Acting 1
Collective Creation 1	Collective Creation 1	Collective Creation 1
Voice and Movement 1	Voice and Movement 1	Voice and Movement 1
Level 5		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
Acting 2	Acting 2	Acting 2
Collective Creation 2	Collective Creation 2	Collective Creation 2
Voice and Movement 2	Voice and Movement 2	Voice and Movement 2
Level 6		
Block 1 (11 Weeks)	Block 2 (11 Weeks)	Block 3 (8 Weeks)
Performance	Performance	Professional and Personal Development
Professional and Personal Development	Professional and Personal Development	Practice Research Project
	Practice Research Project	

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

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) Acting for Screen and Devised Performance Programme has been developed using the QAA Subject Benchmark Statements for **Dance, Drama and Performance (2024)**. The benchmark statements underpin the programme's Learning Themes as shown below:

1. Creativity

- **Performance Creation and Production:** Engaging in the creation and production of performance using appropriate vocabularies, techniques, and technologies.
- **Interpretation and Realisation:** Understanding and realising the possibilities for performance implied by texts, stimuli, or scores.
- **Documentation:** Making records of performance using notation and documentation skills.

2. Organisation & Collaboration

- **Teamwork:** Working effectively in groups or teams.
- **Professional Practice:** Demonstrating skills in self-management, including setting goals, managing workloads, and meeting deadlines.

- **Risk Management:** Assessing and managing risk, employing ethical practices.
- 3. Communication**
- **Communication Skills:** Demonstrating skills in communication and presentation, articulating ideas and information in various forms.
 - **Critical Engagement:** Developing ideas, constructing arguments, and presenting them appropriately.
- 4. Professional Practice & Competences**
- **Professional Practice:** Showing knowledge of and applying processes, materials, practices, techniques, regulations, and protocols.
 - **Performance Skills:** Engaging in the creation and production of performance using appropriate vocabularies, techniques, and technologies.
- 5. Research & Knowledge Skills**
- **Research:** Engaging in independent research related to past or present performances.
 - **Evaluation:** Describing, interpreting, and evaluating performance events.
 - **Cultural Contexts:** Identifying cultural and contextual frameworks of performance.
- 6. Understanding Context**
- **Cultural Contexts:** Identifying cultural and contextual frameworks of performance.
 - **Spatial Relationships:** Investigating performance environments and spatial relationships.
 - **Interdisciplinary Elements:** Applying knowledge, practices, concepts, and skills from other disciplines.
- 7. Reflection and Learning**
- **Evaluation Skills:** have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
 - **Impacting Audiences:** demonstrate a developed capacity to examine and evaluate forms of discourse and their effects on representation and reception in the arts and culture more broadly.
 - **IT /Source materials:** use the information retrieval skills needed to gather, sift and organise material independently and to critically evaluate its significance.

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

	<ul style="list-style-type: none"> • 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 • 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

	<ul style="list-style-type: none"> • an appreciation of the uncertainty, ambiguity and limits of knowledge <p>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> <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.
--	---