Rose Bruford College

POSTGRADUATE SCHOOL
MASTER OF ARTS

Acting for Screen

Programme Specification

May 2026

Contents

1. **GENERAL INFORMATION** 3

2. **STATEMENT** 4

3. **AIMS OF THE PROGRAMME** 5

4. **LEARNING, TEACHING, CURRICULUM AND ASSESSMENT** 5

5. **PROGRAMME LEARNING OUTCOMES (LEVEL 7)** 6

6. **LEARNING AND TEACHING PROCESSES** 7

7. **ASSESSMENT** 10

8. **ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT** 11

9. **ASSESSMENT MAP SHOWING LEARNING OUTCOME ASSESSMENT** 12

10. **THE STRUCTURE OF THE PROGRAMME** 12

11. **CRITERIA FOR ADMISSION** 13

12. **PROGRESSION AND ASSESSMENT REGULATIONS** 15

13. **MECHANISM FOR PROGRAMME REVISION** 16

14. **APPENDIX 1: SUBJECT BENCHMARK MAPPING** 17

15. APPENDIX 2: ATTAINMENT AT EACH LEVEL 18

1. GENERAL INFORMATION

Name of Final Award	Programme Title	Duration	Mode of study
MA	Acting for Screen	13 Months	Full Time

Intermediate (Exit) Awards

Award	Programme Title	Duration	Mode of study
Postgraduate Diploma	Acting	9 Months	Full Time
Postgraduate Certificate		6 Months	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 (https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-dance-drama-and-performance)
Other Points of Reference	i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Office for Students Sector Recognised Standards iii. Framework for Higher Education Qualifications (FHEQ) iv. UK Quality Code for Higher Education v. The QAA Degree characteristics statements vi. QAA Subject Benchmark Statements vii. Higher Education Credit Framework viii. Development Events, with Industry and Graduate consultation

2. **STATEMENT**

MA Acting for Screen is a postgraduate, practice led programme designed for performers who want to work at the forefront of contemporary screen and digital performance industries. Grounded in rigorous actor training, including foundational acting skills embedded from the outset, and informed by contemporary professional practice, the programme enables students to develop a distinctive, autonomous acting practice across film, television and digital media. Through intensive studio work, voice, movement and acting skills training, filmed projects and critical reflection, you refine your craft for the camera while engaging with the realities of modern production environments, from audition and self tape cultures to high-end television and emerging screen technologies. This programme takes a future-forward approach to performer training: rather than being rooted in a single methodology, the programme takes a pluralistic approach, at the intersection of historic forms and the 21st-century practices. Importantly, the programme is designed to train you for the futures of digital performance and performance making and for the multiple different screens in and on which contemporary performance might happen.

The programme integrates advanced acting techniques with a deep understanding of screen language, production processes and professional protocols. You work closely with experienced academic staff and industry active practitioners, gaining insight into the creative, technical and collaborative demands of screen performance. Emphasis is placed on artistic decision making, critical analysis and reflective practice, enabling students to synthesise theory, research and practice at Level 7. Learning is immersive and industry facing, supporting performers to take creative risks, adapt to unfamiliar contexts and develop work that is both critically informed and professionally credible.

The programme supports the development of multi-hyphenate performer-makers; artists who can originate, devise and perform work, collaborate effectively, and respond to shifting artistic, social and cultural landscapes. You engage critically with the role of performance in contemporary society and explore emerging technologies, research methodologies and interdisciplinary modes of creation. At the heart of the programme is a commitment to collaborative performance making and the development of ensemble practices, as well as the importance of critical thinking and intellectual engagement as a distinct feature of postgraduate learning and teaching at Rose Bruford College. As such, practice research is embedded through the programme as a distinct module which informs the learning across the programme, whilst offering opportunities for you to engage in deep and sustained research on a topic of your choice and create a research-led piece of practice at the end of the programme, enabling you to develop as critically engaged makers and researchers.

Designed in response to a rapidly evolving screen and digital performance sector, MA Acting for Screen prepares graduates for sustainable portfolio careers within a global industry. The programme foregrounds professional judgement, independence and adaptability, equipping students to navigate a freelance landscape shaped by technological change, international production and shifting commissioning models. By combining advanced screen performance training with research informed inquiry and professional development, the programme supports the next generation of screen actors to contribute confidently, creatively and responsibly to the future of the UK and international screen industries.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, our ambition is for you to:

- develop a confident and agentic acting practice for screen and digital performance, grounded in rigorous training and contemporary professional practice;
- refine your craft for the camera through studio work, filmed projects and critical reflection, while gaining a clear understanding of screen language and performance for film, television and digital media and emergent technologies;
- become a critical, reflective and self directed practitioner, able to make informed artistic choices and take responsibility for your own creative and professional development;
- work collaboratively with peers, academic staff and industry active practitioners, developing the creative, technical and professional skills required for contemporary screen and digital performance;
- adapt confidently to unfamiliar and evolving production contexts, including auditions, self taping, high end television and emerging screen technologies;
- graduate with the professional judgement, independence and resilience needed to build a sustainable portfolio career within the UK and international screen industries;
- understand, engage with and undertake practice research through engagement with relevant literature, practice and wider critical thinking to develop and inform your acting and performance making skills;
- contribute creatively, responsibly and imaginatively to the future of screen and digital performance.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Learning, teaching and assessment are aligned with the programme's learning outcomes and reflect the integration of theory, practice and research that characterises postgraduate study at Level 7. Teaching emphasises embodied learning, rehearsal processes, physical and vocal training, compositional experimentation, reflective practice and collaborative creation. Assessment tasks enable you to demonstrate their development across practical, written and spoken modes appropriate to advanced actor training and research-informed practice.

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning outcomes	►	**Learning and teaching processes**
The learning outcomes set out the kinds of abilities you will need to succeed on the programme. The programme is designed to help you develop these abilities. The learning outcomes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed		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 outcomes. The specific learning and teaching processes for each module are

around these outcomes and assessment tasks enable you to demonstrate your learning in that context.		described in the module specifications.
▲		▼
Assessment Your success in demonstrating the abilities described in the learning themes and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning outcome expectations associated with the task and level of study.	◀	**Curriculum content** The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.

5. PROGRAMME LEARNING OUTCOMES (LEVEL 7)

On successful completion of the programme, students will be able to:

LO1. Demonstrate a systematic and critical understanding of advanced acting methodologies and contemporary performance practices, including screen and digital performance practices, informed by current professional and scholarly contexts.

LO2. Critically evaluate the contexts, conventions and demands of contemporary performance, digital and screen industries and their implications for professional acting practice.

LO3. Identify and develop an original, autonomous performance- and/or digital-related practice, synthesising theory, practice and research to inform creative decision-making.

LO4. Critically reflect on personal practice, identifying areas of uncertainty, ambiguity and limitation, and using reflection to take ownership of your artistic, digital and professional development.

LO5. Combine and utilise the critical thinking, practices, and knowledge you have developed within the programme to work effectively as a versatile performance-maker across a wide range of professional activities and contexts.

LO6. Implement a range of technical, presentational, and communication skills which enable you to articulate, structure, and present your ideas and practice at a professionally viable level.

LO7. Cultivate rigour and self-awareness to develop sensitive, collaborative and professional ethos for your practice.

6. LEARNING AND TEACHING PROCESSES

Teaching and learning on the MA Acting for Screen are practice-led, research-informed and professionally contextualised, reflecting the expectations of postgraduate (Level 7) study and contemporary screen and digital performance industries. The programme integrates intensive studio-based actor training with screen and digital production projects, seminars, tutorials, critical discussion and guided independent study. Learning activities support systematic and critical understanding of advanced screen acting practices, digital performance and professional contexts, while fostering increasing autonomy, agency, originality and professional judgement. Multiple modes of engagement, including practical demonstration and workshops, lectures and seminars, reflective discussion and peer collaboration, as well as being directed, ensuring that learning is accessible, inclusive and responsive to a diverse student cohort.

The programme integrates intensive studio-based actor training and digital and screen acting skills with seminars, tutorials, critical discussion, guided independent study, a digital production project and smaller performance making activities. Learning activities support systematic and critical understanding of advanced acting practices, screen and digtal performance skills, techniques and practices while fostering increasing autonomy, agency, originality and professional judgement. Autonomy on the programme increases as it develops, and towards the end of the programme, independent practice research, supported by work with a tutor, allows you to develop, extend and apply your actor training experiences to your own projects and develop a research-led practice (which could include a work in progress performance, workshop, experiment or more) as a key graduate outcome. Multiple modes of engagement inform the learning, including practical demonstration and workshops, lectures and seminars, reflective discussion and peer collaboration, as well as being directed, ensuring that learning is accessible, inclusive and responsive to a diverse cohort.

The programme is designed to be inclusive and adaptable, with teaching, learning and assessment methods aligned to best practices in the sector and developed through staff experience and continuing professional development and training. Reasonable adjustments are made in consultation with you and Student Life to ensure that those with additional needs are supported appropriately. This may include alternative formats for learning materials, flexibility in assessment modes or deadlines, adapted practical tasks, or adjustments to participation methods where appropriate. Reflective practice is embedded from the outset as a key learning skill which informs the assessment practices in all modules. The emphasis on reflective practice supports students in critically evaluating their own learning processes and development, while the use of varied teaching approaches ensures that students with different learning styles, access requirements and cultural backgrounds can engage meaningfully with the curriculum. Embedding reflective practice throughout also prepares you with graduate skills to ensure they can identify your needs and advocate for them in professional settings.

Assessment on the programme is designed to reflect both Level 7 academic standards and contemporary professional acting and performance making practices, as well as being designed to enable a wide variety of learners to develop and succeed on the programme. You are assessed directly on their practical work, as well as through critical reflective submissions, including assessed tutorials, portfolios, presentations and critical reflective submissions, where appropriate. Tasks are explicitly aligned to programme learning outcomes and enable demonstration of advanced technical and artistic competence, critical analysis and synthesis of theory and practice, and effective communication to specialist and

non-specialist audiences. Assessed tutorials are embedded across programmes and connect to the work of reflective practice centred in the work on all modules. Assessed tutorials offer opportunities for you to meet with tutors and take ownership over your assessment, including being able to present ideas, work and practices drawn from your critical reflection as part of your assessed tutorial to evidence the learning on each module in relation to the learning outcomes. These assessed tutorials are embedded across postgraduate training at the College and are a key feature of ensuring agentic learners who are informed about how, what and why they are assessed. This also ensures learning, teaching and assessment are transparent for all students, creating an open and equitable learning environment.

Where appropriate, the programme incorporates field trips to studios, screenings, festivals or industry events to enhance professional understanding and contextual awareness. You are encouraged to attend a wide range of performances as part of your learning.

Professional attributes and employability are embedded throughout the programme rather than treated as discrete elements. You are specifically prepared for screen, digital, acting and performance industries both through your ongoing engagement with in-house and visiting staff who are active participants in the contemporary performance and screen industries, and through specific industry preparedness sessions embedded into the programme at key points. The curriculum supports the development of advanced competencies including professional autonomy, adaptability, collaboration, critical reflection and creative problem solving, all of which are essential for sustainable portfolio careers in the screen and digital performance industries. Professional practice is embedded through engagement with industry active practitioners, audition and self tape preparation, screen and digital production projects and reflective evaluation of professional contexts. These experiences enable you to manage your own learning and professional development while developing the confidence and resilience required to navigate freelance and international employment environments.

Indicative Content

Foundations

This module leads you on a rigorous exploration of acting practice at postgraduate level, consolidating and extending foundational studio-based training in voice and movement to support students in developing sustained practices throughout the degree, specific screen skills and digital performance skills, to support students in developing sustained practices throughout the degree. Alongside foundational training in voice and movement, specific screen skills and digital performance skills, to support students in developing sustained practices throughout the degree. It engages students with a range of approaches beyond psychological realism, including heightened, stylised and postdramatic forms, alongside screen and digital practices, with emphasis on dramaturgical analysis, poetic language and the relationship between text and performance. Reflective and research informed practice underpins the module, preparing students for professional work across contemporary performance and screen contexts.

Advanced Skills

This module develops advanced vocal and physical practice as integrated components of professional actor training, focusing on the relationship between body, movement, voice, breath and emotion. This module deepens engagement with specific screen acting and digital performance skills introduced in the Foundations module to support a sustained and integrated acting and screen acting practice. Through sustained studio practice and reflective engagement, you develop technical awareness, physical and vocal capacity, and a structured vocabulary of voice and movement, applying these methodologies to character creation within professional performance contexts including screen and digital contexts. Foundational skills are further enhanced within this module through deployment of innovative and technology-infused techniques; as well as professional preparation sessions led by industry professionals.

Practice Research

This module introduces advanced practice-based research in theatre and performance, engaging students with socially, politically and artistically urgent contemporary inquiry. Through a structured transition from collaborative to independent research, you develop interdisciplinary research skills and realise a distinct practice research project, supported by mentorship, project management and public-facing presentation. The module prepares students for diverse professional pathways within the creative industries through the generation of new knowledge via performance practice.

Productions

This module develops advanced, integrated acting practice through the synthesis of movement, voice, interpretation and rehearsal methodologies. It emphasises professional standards, collaborative working and critical reflection, preparing students for the demands of rehearsal and performance across live and recorded media. Productions involve the creation of a digital artefact, including but not limited to a film and/or hybrid live and digital practices, centring the needs of students in relation to diverse and changing screen industries. Productions vary each year in terms of form and content to ensure they are relevant to the contemporary demands of screen and digital performance and offer students the best opportunity to learn and develop and meet the learning outcomes and will be confirmed at the start of each academic year. The involves dedicated time for professional preparation activity, collaborating and working with a director on a fully-realised digital production, and developing a digital showcase.

Indicative Structure

Module Code	Module Title	Credits	Autumn Term (c. Oct – Dec)	Spring Term (c. Jan – March)	Summer Term 1 (c. April – June)	Summer Term 2 (c. (July – October)
AS701	Practice Research	60				
AS702	Foundations	30				
AS703	Advanced Skills	30				
AS704	Productions	60				

7. ASSESSMENT

At Level 7, assessment requires students to evidence advanced technical competence, critical insight and professional judgement across practical acting and performance work and written/reflective submissions, with clear alignment to programme learning outcomes (LO1–LO7) and the FHEQ Level 7 descriptor.

Your success in demonstrating the abilities and expectations described in the learning themes is determined 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 assessments are written to provide clarity about actions you need to take 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 use of reflective practice which informs assessment exercises, and in particular a thread of assessed tutorials which run through the programme, ensures assessment is centred on student learning, and gives students agency in responding to the learning outcomes and demonstrating their learning on each module.

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 and takes the form of feedback offered in class as well as check in points in each module with tutors and guidance on reflective practice. 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 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 an 'end point' form with a grade or mark. You will get feedback on your assessment which will enable you to enhance your future practice. You will receive written feedback on all summative assessment tasks no later than twenty working days after the submission date. The use of assessed tutorials as summative assessments ensures the assessment process is dialogic, centring your agency in responding to the learning outcomes and ensuring you understand your learning and progression throughout the programme. This approach positions assessment as an ongoing conversation about your development rather than a singular judgment of your work.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning outcomes. Specific assessment criteria and learning outcomes, 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 takes place as part of each module. You will receive a provisional grade and feedback for all assessments. You cannot receive your final mark until completion of the degree and following confirmation of those marks by the relevant Examination Board.

Assessment on the programme is understood as integral to your learning rather than simply a measure of achievement. Assessment tasks are designed to support your development, providing structured opportunities to articulate your work, receive feedback, and refine your practice. Formative feedback throughout the programme enables you to develop your ideas in dialogue with tutors and peers, while summative assessment recognises the knowledge and capabilities you have demonstrated.

ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method
AS701	Practice Research	60	Project Proposal / Presentation / Critical Reflection
AS702	Foundations	30	Process / Assessed Tutorial
AS703	Advanced Skills	30	Process / Assessed Tutorial
AS704	Productions	60	Performance or Practice / Assessed Tutorial

8. ASSESSMENT MAP SHOWING LEARNING OUTCOME ASSESSMENT

Learning Outcome	Foundations	Advanced Skills	Production	Practice Research
LO1	X	X	X	
LO2			X	X
LO3				X
LO4	X	X	X	X
LO5			X	X
LO6	X	X	X	X
LO7	X	X	X	X

9. THE STRUCTURE OF THE PROGRAMME

The MA Acting for Screen comprises 180 credits at Level 7. The full-time route is normally completed in 13 months. The programme is offered on a full-time basis only. Detailed module specifications, credit distributions and assessment maps will be finalised at approval and published in the definitive programme documentation, with explicit mapping to programme learning outcomes and the FHEQ Level 7 descriptor.

The following structure is indicative and further details will be given once you have enrolled.

Autumn Term (September/October – December)

Autum term begins with induction activities at a College, Postgraduate and Programme level, giving you time to settle, arrive and understand the College and the programme, and to develop collective and ensemble working practices. From there, it will move into intensive training processes in acting, voice and movement, as well as foundational screen acting and digital performance skills. developing both foundation skills and building work on ensemble and collaborative practices, as well as the beginning of your critically-informed practice research module to develop understanding of practice research at postgraduate level. The term will end with assessed tutorials supporting reflection on your progress across modules prior to the Spring Term.

Spring Term (January – March)

Spring Term continues the work on acting, voice and movement, alongside practice research, developed in Autumn Term, enhancing and deepening your engagement with key principles and developing your own independent and agentic work as a performer-creator. More time this term will be devoted to specific techniques and practices for screen and digital performance, building on the foundational work in this area developed in Autumn Term. The term will end with a series of sharings and assessments and a submitted proposal for your final practice research project which will continue in Summer Term 2. Professional preparation activity, including work on casting, agents and working in diverse

industry contexts, takes place across this term and continue into Summer Terms 1 and 2 through workshops and other events. Alongside this, you will also begin developing a digital showcase.

Summer Term 1 (April-June)

Summer Term 1 involves working in a single or multiple ensembles to develop a fully-realised digital production. As indicated above, the nature of the public production will be developed on an annual basis to ensure the productions relevance to the growing screen and digital performance industries, btu will be chosen with tutors alongside industry input to ensure it best prepares you for a range of screen and digital industries and demonstrates your learning and expertise to potential future industries. Professional productions will be led by a director or creator (a member of staff at the College or a visiting professional currently working in the industry, or both). This will involve periods of independent research, intensive rehearsal process and dissemination of your work.

Summer Term 2 (July-September/October)

Summer Term 2 involves independent work developing your plans for your Advanced Practice Research Project following feedback on your proposal submitted at the end of Spring term. Alongside this, you will also finalise your digital showcase.

10. **CRITERIA FOR ADMISSION**

Application

An applicant wishing to join a postgraduate taught degree programme at Rose Bruford College should satisfy or expect to meet the College's general requirements for entry outlined in our postgraduate degree regulations.

Applications for the MA Acting for Screen are made directly to the College. As part of the application process, you will be required to make a statement (written or oral), outlining your interest in the subject area and the programme. In all cases, the selection panel will look for a commitment to learning about performance, and for self-motivation and criticism with an informed enthusiasm capable of sustaining you within the more rigorous and challenging conditions of the MA programme.

You will normally be expected to hold a first-degree qualification (2.2 or above), hold an equivalent qualification or be able to demonstrate considerable professional or practical experience at a level commensurate with Masters' level study. The award should be in a discipline which underpins your proposed programme of study, or which can be shown to have provided appropriate practical or conceptual skills to contribute to the study. However, we warmly welcome applicants from outside usual pathways to Masters' level study and will be enthusiastic to discuss this with anyone in advance of making an application.

Recognition of Prior Learning

The College operates a policy for recognising prior learning (RPL) which may be certificated or experiential. Requests for recognition of prior learning must be accompanied by the appropriate documentary evidence outlined in the College's policy, which is available on application.

All applications for RPL are considered by an academic panel on their own merits and are not automatic.

Selection

Selection is by audition, which is intended to ascertain whether the applicant will benefit from the programme and whether the demands of the programme are likely to be fulfilled by the applicant.

Additional Requirements for Non-UK/EU Applicants

All teaching and examination is carried out in English and consequently competence in written and spoken English is a requirement. See further information on International students - Rose Bruford.

To comply with UK immigration legislation, successful non-UK/EU candidates will be required to be in receipt of a Student visa (or such documentation required by the UK Government in force at the time), before they can commence their studies.

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.
- Peer learning and mentoring 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 7:

- 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.
- 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.
- 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.

11. PROGRESSION AND ASSESSMENT REGULATIONS

Progression

You are registered at the College at the beginning of the academic year. This is followed by a period of induction where you are introduced to the academic community, the details of the Programme, the College's facilities, and its links with the industry.

Attendance is compulsory for all classes, workshops and projects. During production periods a detailed schedule is negotiated allowing time for research and reflection.

You will have regular feedback sessions on all areas of the programme and you will be made aware, therefore, of your academic progress and personal development.

At Level 7, assessment requires students to evidence advanced technical competence, critical insight and professional judgement across practical screen work and written/reflective submissions, with clear alignment to programme learning outcomes (LO1–LO7) and the FHEQ Level 7 descriptor.

Marking Categories for the MA

Marks and Classification of Awards

To qualify for the award of the MA degree (180 credits over all modules) you must complete all of the programme requirements and must pass all modules.

Classification	Criteria
Distinction	Aggregate average mark of all modules of 70-100
Merit	Aggregate average of all modules of 60-69
Pass	50-100 (aggregate average)

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

Postgraduate Certificate and Postgraduate Diploma are Exit Awards only.

Please refer to the College Postgraduate Academic Regulations for further information.

12. **MECHANISM FOR PROGRAMME REVISION**

The College Academic Monitoring and Enhancement process will be completed.

DOCUMENT CONTROL BOX

Date of validation:	10 April 2026
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Modified:	

13. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The MA Acting for Screen Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance.

QAA Benchmark Area	Relevant QAA Paragraphs (2024 SBS)	Programme Alignment	Indicative Programme Learning Outcomes / Modules
Nature and Scope of the Discipline	paras. 2.1–2.7	The programme reflects the breadth of contemporary drama and performance practice, with a specific focus on screen and digital performance, interdisciplinary working, and professional contexts. It integrates creative practice, technical training, critical studies and professional preparation, generating knowledge through performance-making, digital practices and acting methodologies.	LO1, LO3, LO5, LO6; Programme Aims; Foundations; Advanced Skills; Productions
Integration of Theory and Practice	paras. 3.7, 4.2, 4.6	Theory, research and practice are fully integrated through practice-led learning, critical reflection and dramaturgical analysis, enabling students to synthesise scholarly, professional and creative perspectives in performance-making. This is both within the breadth of theatre and performance, specifically within a digital/screen focus, and in the development of their own practice research.	LO1, LO2, LO3, LO4; Foundations; Practice Research
Professional, Creative and Performance Skills	paras. 4.8–4.9	The programme develops advanced acting, vocal and physical skills for screen performance, emphasising technique, experimentation, rehearsal processes and realisation of performance work in professional and simulated professional contexts.	LO1, LO4. LO6, LO8; Foundations; Advanced Skills; Productions
Practice-Based Research /	paras. 3.7, 4.5, 4.9	Practice research is embedded as a core mode of inquiry, with	LO2, LO3, LO4, LO7;

Making as Inquiry		students generating new knowledge through performance-making, supported by reflective and critical frameworks. The Practice Research module scaffolds a transition from collaborative to independent research.	Practice Research
Critical, Contextual and Cultural Understanding	paras. 4.8	Students critically engage with the cultural, social, technological and industrial contexts of screen performance, including contemporary production cultures, ethics and professional responsibility.	LO1, LO2, LO4, LO7; Foundations; Practice Research
Collaboration and Ensemble Practice	paras. 4.8, 4.9	Collaborative rehearsal, ensemble production and interdisciplinary working are central to the programme, particularly in production and practice research contexts, where students are encouraged to think critically about their own and others' working practices and find strategies for effective collaboration.	LO2, LO5, LO7; Productions
Professional Practice and Employability	paras. 2.5, 4.8, 4.17	Professional standards, industry protocols, communication skills and portfolio development are embedded across the curriculum, preparing students for portfolio careers in screen and digital industries.	LO1, LO5, LO6, LO7; Productions
Autonomy, Reflection and Self-Direction (Master's Level)	para. 4.17 (Master's characteristics)	The programme requires high levels of autonomy, originality, critical reflection and professional judgement, consistent with Level 7 expectations and Master's degree characteristics.	LO3, LO4, LO7; Practice Research; Productions

14. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 7 (Certificate of Higher Education)	The programme is aligned with sector-recognised standards. Learning outcomes, teaching and assessment reflect the FHEQ Level 7 descriptor; credit is structured in line with the Higher Education Credit Framework. The design and delivery are informed by the UK Quality Code for Higher Education and the QAA Master's Degree Characteristics, and by the QAA Subject Benchmark Statements for Dance, Drama and Performance (adapted appropriately to a postgraduate, screen-focused context). These reference points ensure that academic standards are credible, coherent and comparable across the sector while supporting the programme's practice-led ethos.

	The programme learning outcomes are aligned with the Framework for Higher Education Qualifications (FHEQ) Level 7 descriptor as follows: Masters' degrees are awarded to students who have demonstrated: • a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice • a comprehensive understanding of techniques applicable to their own research or advanced scholarship • originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline conceptual understanding that enables the student: • to evaluate critically current research and advanced scholarship in the discipline • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.