

PROGRAMME SPECIFICATION

MA PERFORMANCE

POSTGRADUATE SCHOOL

Award	MA Performance MA Performance (Actor-Musicianship) MA Performance (Theatre for Children and Young People) MA Performance (Queer Performance) MA Performance (Curating) MA Performance (Devising) Exit awards only: Postgraduate Diploma Performance Postgraduate Certificate
Programme Title	Performance
Duration	MA: 13 months (Full Time) MA: 25 months (Part Time)
Mode of study	Full Time/Part Time
Start date	September 2026
Institution	Rose Bruford College
School	Postgraduate School
Awarding Institution	Rose Bruford College
Programme Accreditation	N/A
Relevant QAA benchmark(s)	QAA Subject Benchmark Statement for Dance, Drama and Performance (2024)
Other points of reference	Office for Students Sector Recognised Standards Framework for Higher Education Qualifications (FHEQ)

1. Programme Overview

The MA Performance brings together rigorous specialist development, practice-based experimentation, and interdisciplinary collaboration across a wide range of performance forms and methodologies. You will work in dynamic, adaptive learning environments that support exploration of the artistic practices and research areas that resonate most strongly with you. Practice-based enquiries into socially engaged approaches to performance are grounded in critical frameworks that help you articulate your studio discoveries in relation to key theories, while situating the artists and thinkers you study within their political and historical contexts. Each pathway responds to vital developments in the field, offering politically engaged, future-focused training that addresses urgent questions in contemporary culture. Throughout the programme, you will collaborate across pathways while also developing deep expertise within your chosen area of practice.

The programme structure creates a distinctive interdisciplinary laboratory where different methodologies and approaches generate creative friction and mutual transformation. It comprises a core module (**Practice Research Studio**, 60 credits) engaging with cutting-edge research, and two pathway modules (30 credits each) providing specialist training, and a substantial **Practice Research Project** (60 credits) enabling independent investigation. Practice research (also known as practice as research, or PaR) is a mode of inquiry where making performance is itself a form of research that generates new knowledge and understanding. See further information on [Research - Rose Bruford](#).

Currently, the programme offers five pathways:

Actor-Musicianship develops integrated capabilities in music, movement, and performance, exploring ensemble practices where musical and theatrical disciplines intersect to create interdisciplinary work.

Curating develops skills in programming, producing, and presenting performance across diverse contexts, examining curatorial practice as cultural activism and building capacities in fundraising, venue management, artist liaison, and audience development.

Devising investigates ensemble-based approaches to creating politically engaged performance, exploring how collaborative processes generate work that intervenes in urgent social and political questions.

Queer Performance explores methodologies specific to queer performance practices, drawing on histories and theories of queer embodiment while developing work across experimental queer contexts.

Theatre for Children and Young People focuses on participatory and co-creative approaches to performance-making with children and young people, examining ethical and practical dimensions of work that centres young people's agency and voice.

Rose Bruford College has established international recognition for Practice as Research methodologies within postgraduate provision. The programme extends this foundation through sustained engagement with practice-led inquiry that integrates making, thinking, and writing as mutually informing modes of knowledge production. You will develop rigorous approaches to documentation, articulation of practice-theory relationships, and innovative critical arguments through performance-making.

The pathway structure offers you two routes: if you complete both pathway modules from the same area, you will receive a named award e.g. MA Performance (Queer Performance); MA Performance (Devising), etc. Alternatively, if you select modules from different pathways, you will receive the MA Performance award through an interdisciplinary programme. This flexibility enables you to pursue focused specialisation or strategic combination according to your research interests and professional directions.

You will work alongside peers from different pathways throughout the core module and in collaborative projects, creating exchanges that sharpen specialist practice. Throughout the programme, you will develop capacities essential to contemporary professional practice: generating creative work independently, articulating complex ideas, collaborative working across disciplines, entrepreneurial approaches to making and presenting work, critical self-reflection, and fluency across multiple professional roles.

Part of the Creative Ecologies module (Curating Pathway) is delivered as a professional placement, where students work in an industry setting off campus. The responsibilities, duration, and scope of activity is formally agreed with the organisation before a placement commences. This process is managed by the pathway leader. You may also wish to undertake professional placement activity for the core module Practice Research Project, but this is not required to pass the module. Other opportunities to interact with industry professionals are embedded into the teaching in other pathways through activities such as workshops by

guest artists, visits to theatres, galleries, and other arts and cultural institutions, and/or productions in specialist venues.

The MA culminates in public presentation at the Postgraduate Performance Degree Show, positioning your work within professional networks and critical discourse.

2. Aims of the Programme

This practice-based programme seeks to develop flexible, multi-skilled practitioners capable of working in a range of professional contexts across diverse performance disciplines. Practical work responds to performance forms appropriate for each pathway. These forms include, but are not limited to, intermedial, reenactment and documentary (Devising); drag, cabaret, and street performance (Queer Performance); and sensory, classical adaptation, and Shakespeare for children (Actor Musicianship and Theatre for Children and Young People). Work in the studio is informed by contemporary academic thinking and robust theoretical underpinning, with reference to a range of professional contemporary models of artistic practice. Research is embedded within the practical element of the programme from the outset.

The programme aims to:

1. To develop flexible, multi-skilled artists and practitioners capable of working across diverse professional contexts and interdisciplinary practices.
2. To embed practice-based research throughout the programme, where practical work is energised by cutting-edge academic thinking and robust theoretical underpinning, balanced with professional practice.
3. To explore and develop approaches to performance that respond to audience, place, and space, with the ambition of creating autonomous practitioners ready to be active participants in cultural life.
4. To develop critical engagement with complex social, political, and cultural values, enabling students to create practice that reflects, embodies, and challenges diverse perspectives.
5. To foster collaborative and ensemble-based working methods that encourage creativity, critical reflection, self-evaluation, and responsibility for learning within interdisciplinary contexts.
6. To prepare students for diverse professional pathways including performance-making, artistic leadership, facilitation, curation, education, and further academic study.

3. Programme Intended Learning Outcomes

By the end of the programme, you will be able to:

LO1: Demonstrate a systematic understanding of interdisciplinary methodologies relevant to performance and critically evaluate and apply these across diverse professional and research contexts.

LO2: Create practice that critically interrogates complex social, political, and cultural values, informed by a comprehensive awareness of current and emerging discourse in the field.

LO3: Conduct original research, investigation, and experimentation, demonstrating the ability to evaluate established and emerging methodologies and, where appropriate, to develop new approaches to practice and enquiry.

LO4: Undertake independent and collaborative performance-making, devising, and/or curatorial practices at a professional level, exercising sound judgement and self-direction in complex and unpredictable situations.

LO5: Synthesise insights, practices, and knowledge developed within the programme to generate new understanding applicable across a range of professional activities and contexts.

LO6: Communicate ideas, practice, and research conclusions clearly and effectively to specialist and non-specialist audiences, deploying advanced technical, presentational, and communication skills.

LO7: Identify, develop, and sustain an area of specialised performance-related practice, demonstrating originality, autonomy, and critical awareness of its position at or near the forefront of the field.

LO8: Critically evaluate and apply knowledge and skills to act as an autonomous professional as performance-maker, artist, educator, academic, curator, facilitator, producer, manager, leader, and/or socially engaged arts practitioner with the capacity for continuing professional development.

4. Learning and Teaching

With a commitment to experiential, holistic, and interdisciplinary learning and teaching, the programme is designed to develop working methods that encourage collaboration, creativity, responsibility for learning, critical reflection, self-evaluation and teamwork. You are expected to play an active part in determining and shaping your independent learning individually as well as learning through being a member of an active cohort working across diverse approaches.

The programme is underpinned by pedagogical approaches that integrate multiple methodologies, deriving their vitality from the ways these methods intersect and critically challenge one another. Teaching is geared towards understanding performance making as a collaborative, community responsive, and ethically informed discipline that brings embodied knowledge and diverse ways of knowing into creative dialogues. These pedagogies interact dynamically, sometimes producing generative friction, intellectual exchange, and transformation.

Teaching approaches constitute a research adventure for us all. Pedagogy is treated as a site of creative practice and political engagement. The programme draws on research regarding socially engaged, queer, and feminist pedagogies that invite you to creatively and critically interrogate what needs to change in the sector and how you can be that agent of change. In this MFA, education becomes the vehicle to generate spaces for new voices to emerge that can shape the future of performance.

This pedagogical commitment reflects the programme's ethos: bold, socially engaged, future-facing, and responsive to urgent questions in contemporary culture. You will develop not only as a specialist practitioner but as someone who understands how performance operates within broader social, political, and cultural systems, and who can articulate, challenge, and transform those systems through practice.

Practice Research

Rather than treating practice and theory as separate activities, practice research recognises that thinking happens through making, and that the creative process produces insights that cannot be articulated in the same way through writing alone. Robin Nelson describes this as 'liquid knowing': knowledge that is embodied, experiential, and emergent through the process of creating work. When you develop a devised performance, design a curatorial programme, or explore actor-musicianship approaches, you are not simply applying existing

knowledge but actively generating new understanding about how performance works, what it can do, and what it means.

Throughout this programme, you will develop rigorous approaches to practice research: learning to document your creative processes, articulate the relationship between your practical work and theoretical frameworks, reflect critically on what you discover through making, and present your practice-based findings to different audiences. Rose Bruford College is establishing an international recognition for its leadership in practice research methodologies at the postgraduate level, and this programme builds on that foundation.

By the end of the programme, you will be able to position yourself as a practice researcher: an artist whose work is informed by critical inquiry, who can articulate the significance of your creative investigations, and who understands performance-making as a rigorous form of knowledge production valuable in both professional and academic contexts. Developing a distinctive artistic identity will enable you to move into professional practice by demonstrating comprehensive knowledge of evolving artistic practices contemporary debates across the sector. The professional networks you will build during the course will put you in an ideal position to start producing work upon completion on the MA.

Learning

Learning is supported by: workshops, rehearsals, performances, writing, online resources (including use of the College VLE), library resources, student-led presentations, lectures, seminars, self-directed study, progress reviews, group and individual tutorials, feedback tutorials, screenings, discussions, teamwork, exercises, information gathering/research and enquiry, visiting speakers, critical reflection and work-based learning.

Teaching

Classes, workshops, and lectures will be conducted by senior academic and practitioner members of the College staff and a range of external experienced experts and recognised specialists.

5. The Structure of the Programme (FT)

The MA Performance runs over 13 months (Full Time) and is structured around four core components: a shared core module (**Practice Research Studio**), two pathway modules that allow specialisation, and a final **Practice Research Project**.

Students apply to the programme, indicating a pathway preference, and select pathway modules on a term-by-term basis. The availability of individual pathway modules may vary from year to year depending on demand, and the mode of

delivery may be adapted for small cohorts. Module availability will be confirmed before the selection deadline for each term. Named awards are determined by the combination of pathway modules completed rather than the pathway preference indicated at application.

All the assessment methods have been designed to accommodate students with diverse learning styles. The processual nature of the assessments ensures students are given the time and space to experiment with different possibilities for their practice, while never being required to produce a final product. This approach ensures processes of critical reflection are embedded into all teaching and learning activities.

Autumn Term:

- Following College induction, students on all pathways will start with an intensive workshop to introduce key ideas and establish the cohort.
- Students on all pathways will begin the core module, **Practice Research Studio (PERF701)**
- Students will begin their first **pathway module (PERF702 – PERF706)** – see module specifications for details of each pathway module available, their delivery modes and aims.

Practice Research Studio (PERF701)- 60 Credits [all pathways]

Practice Research Studio is the core module for all MA/MFA Performance students, providing a research-led laboratory at the forefront of contemporary practice-research. Throughout the module, you will engage with a range of expert practitioners and researchers who are leaders in their fields, exploring work that is expansive, innovative, and responsive to urgent community, social and sector needs.

Pathway Module 1 Options – 30 Credits

Queer Performance (PERF702) [Queer Performance pathway]

Queer Performance integrates critical engagement with queer theory, history, and activism with the development of queer performance practice. The module explores popular and experimental contemporary modes of queer performance designed for queer social spaces. These forms have historically been developed in queer nightlife but also extend beyond nightclubs and cabaret venues into daytime events, festivals, the streets, and myriad other spaces. Forms you will explore include drag, cabaret, walk-around, one-to-one, installation and video work. You will examine

how performance art, drag, theatre, street performance, and cabaret have played a central role in the development of trans, lesbian, bisexual and gay lives in various global cultures, and how major historical moments for LGBTQI+ communities and queer critical theory have utilised and influenced the development of performance strategies.

Curating Performance (PERF703) [Curating pathway]

Curating Performance integrates critical engagement with approaches to performance curation with the development of practical curatorial and creative producing skills. You will examine curatorial practice as a form of cultural activism, investigating how programming decisions shape representation, access, and social change, while engaging with diverse practices of curating—from institutional programming to DIY grassroots practices, festival curation to nightlife programming. Drawing on the histories of festivals, venues, artist-run spaces, and community-led initiatives, you will develop your own curatorial philosophy grounded in ethical, socially engaged approaches that challenge traditional power structures in accessing arts and culture. The module develops your skills in programming, producing, fundraising, budgeting, venue management, artist liaison, and audience development.

Actor-Musicianship: Approaches to Performance (PERF704) [Actor-Musicianship pathway]

This module develops the notion of actor-musicianship as an ensemble-performance practice. Attention will be given to the individual disciplines of acting and music-making, but the emphasis will be on the exploration of where and how these disciplines intersect and inform one another. The module explores the interdisciplinarity of the actor-musician through practical exercises and embodied approaches to theatre-making that enable the integration of music-making and instrumental playing in the creation of performance. The module will extend the ability to articulate creative ideas through a critical lens and explore how critical approaches can enhance creative practices.

Theatre for Children and Young People: Approaches to Performance (PERF705) [Theatre for Children and Young People pathway]

This module introduces the skills and approaches required to create theatre for, with and by children and young people. It offers an introduction to the TYA sector, both within the UK and internationally, exploring through practice a range of techniques, skills and processes used by professional companies and practitioners who work in this field. The module examines how TYA performances are shaped by the presence

and perspectives of their audiences, introducing students to a range of audience types and associated methodologies, including babies and very young children, Early Years, teenage audiences, and children with profound and multiple learning disabilities. Students will study alongside those on RBC's MA/MFA in Actor-Musicianship, enabling them to explore a range of multi-sensory approaches to the creation of performance.

Devising Political Performance (PERF706) [Devising pathway]

This module engages with a range of practical and theoretical approaches to understanding politics as performance and performance as politics. Devising acts as a critical frame to experiment with an array of performance aesthetics that represent resistive visions to the political status quo. As well as artistic case studies, you will also study embodied and virtual forms of political events, including protests, flash mobs, ceremonial processions – such as Remembrance Sunday, military parades, royal funerals, presidential inaugurations – debates, lectures, durational artworks, stand-up comedy, and media interviews with politicians and public figures

Spring Term:

- Spring term starts with a 2-week intensive production project as part of PERF702-PERF706 pathway modules, connected to the skills you developed in the autumn term. Students will have options of a project that combines students from different pathways.
- After a reflection week, students will continue with the **Practice Research Studio**.
- Students will begin **Pathway Module 2 (PERF707-PERF710)**. This is a production/devising/collaboration-focused module to experiment in response to a theme/text for a particular setting.

Pathway Module 2 Options – 30 Credits

Radical Dramaturgies (PERF707) [Devising and Queer Performance Pathways]

Radical Dramaturgies explores politically engaged, experimental approaches to performance making through sustained collaborative practice. You will engage with the work of global and historical practitioners, collectives, theatre companies, and organisations, examining how performance can create urgent political interventions through innovative forms, multimedia approaches, and radical reimagining of theatrical conventions. Through hands-on experimentation with these approaches, you will develop expanded competencies across multiple

dimensions of performance making while building a creative foundation to create and perform a collaborative project.

Creative Ecologies (PERF708) [Curating Pathway]

Creative Ecologies develops your producing skills through sustained professional placement experience combined with critical reflection on the organisational, cultural, and economic systems that sustain contemporary performance. You will undertake a professional placement with a venue, festival, company or cultural organisation, negotiating appropriate hours and duration to suit the rhythms of different producing contexts. This placement provides you with the opportunity to observe organisational structures, contribute to producing activities, and develop your understanding of how creative work is resourced, programmed, and sustained. The module builds your systematic understanding of the national and international landscape of performance production, examining diverse producing ecologies from large institutions to grassroots initiatives.

Hybrid Narratives: Actor-Musicianship in Performance (PERF709) [Actor-Musicianship Pathway]

This module further develops and extends practical approaches to theatre-making informed by the notion of musicality and the presence of the actor-musician. Students will explore theatre-making processes including devising and the adaptation of extant material, culminating in the development of a summative piece of public performance work. Central to this investigation will be an examination of how actor-musician focused theatre-making processes respond to audience, place and space. The module will examine interdisciplinary approaches to performance and theatre-making that integrate live music-making

For, By, With: TYA in Performance (PERF7010) [Theatre for Children and Young People Pathway]

This module further develops and extends practical approaches to theatre-making directed at children and young people. Students will explore a range of processes including devising, object-theatre, adaptation, immersive and participatory work, culminating in the development of a summative piece of performance work for a specific audience of young people. Central to this investigation will be an examination through practice, of how working methodologies, approaches and content are shaped by the needs and perspective of the young audience.

Summer Term:

- Summer term transitions your focus to the **Practice Research Project** (PERF7011). This 60-credit module runs from May through early November and constitutes your major independent research contribution.
- In phase 1 of the **Practice Research Project**, you will work in cross-pathway groups on a collaborative site-specific project, researching, developing, producing, and presenting an intervention in a local or community space. This project receives formative feedback and allows you to test approaches that will inform your individual Practice Research Project.
- In phase 2, you will independently create a **Practice Research Project** supported by 5 hours of mentor-led supervision. In September, you will participate in professional development sessions. In early autumn, you will present your work at the MA Performance Degree Show in a public showcase event displaying Practice Research Projects across diverse formats such as performances, installations, displayed research, talks, presentations, and recorded workshops.

Module Distribution Across Academic Year

MA Performance

Module Code	Module Title	Credits	Autumn Term	Spring Term	Summer Term
PERF701	Practice Research Studio	60			
PERF702 / PERF703 / PERF704 / PERF705 / PERF706	Pathway Module 1	30			
PERF707 / PERF708 / PERF709 / PERF7010	Pathway Module 2	30			

PERF7011	Performance Research Project	60			
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Part Time Structure

The MA is offered Part Time.

For MA Performance (all pathways), you will take modules worth 90 credits in Year One, and 90 credits of modules in Year Two.

MA Module Structure

Module Code	Module Title	Credits	ECTS
PERF701	Practice Research Studio	60	30
PERF702 / PERF703 / PERF704 / PERF705 / PERF706	<i>Pathway Module 1</i>	30	15
PERF707 / PERF708 / PERF709 / PERF7010	<i>Pathway Module 2-</i>	30	15
PERF7011	Performance Research Project	60	30
TOTAL		180	90

Pathway Module Options

You will choose one Pathway Module 1 in autumn term and one Pathway Module 2 in spring term.

MAP702: Pathway Options 1 – Autumn Term

Module Code	Module Title	Pathway
PERF704	Actor-Musicianship: Approaches to Performance	Actor-Musicianship
PERF703	Curating Performance	Curating
PERF706	Devising Political Performance	Devising
PERF702	Queer Performance	Queer Performance
PERF705	Theatre for Children and Young Audiences: Approaches to Performance	Theatre for Children and Young People

MAP703: Pathway Options 2 – Spring Term

Module Code	Module Title	Pathway
PERF709	Hybrid Narratives: Actor-Musicianship in Performance	Actor-Musicianship
PERF708	Creative Ecologies	Curating Performance
PERF707	Radical Dramaturgies	Devising & Queer Performance
PERF7010	For, By, With: TYA in Performance	Theatre for Children and Young People

Exit Awards

Students completing the first three modules (Core Module + two Pathway Modules) totalling 120 credits may be awarded a Postgraduate Diploma in Performance. A Postgraduate Certificate is awarded for completion of 60 credits. These are exit awards only.

6. Student Induction, Support and Development

The experience the subject team members have gained in teaching postgraduate students has informed the support systems which have been instituted to assist you and other postgraduate students through your studies.

Induction events are arranged at the Sidcup campus at the beginning of the academic year at which you are introduced to the teaching team, to the campus, to Student Life, programme administration, the librarian and the virtual learning environment (VLE).

The Programme Director(s) and Pathway Leaders have responsibility for leading the programme and for your academic and professional development with the support of the Programme Administration team. You will be encouraged to discuss module-related issues with your module tutors.

At the start of the academic year, you will be introduced to the VLE, where you can find a course outline and appropriate module specifications and briefs. You will receive clear documentation of the syllabus, teaching and learning arrangements, assessment requirements with clearly articulated assessment criteria, and an appropriate bibliography.

Student representation from the programme will be sought in order to represent the student cohort and participate in appropriate committees.

The services available within the College's Student Life include general, wellbeing, counselling, and a range of learning support. The programme is committed to enabling your full participation across all aspects of study, including studio-based, collaborative, and performance activities. If you require reasonable adjustments, you are encouraged to disclose this as early as possible, so that appropriate support can be planned. The programme team will work with Student Services to develop an individualised Learning Agreement that sets out agreed adjustments across teaching, learning, and assessment. These may include adapted modes of delivery, alternative assessment formats, adjusted rehearsal or performance conditions, or additional time and support for written work. All adjustments are agreed through dialogue, reviewed regularly, and can be revised throughout the programme.

At the programme level:

- You receive written information on modules, weekly outlines and assessment tasks;
- Each module throughout the programme is introduced with a briefing;
- Peer learning and mentoring are intrinsic to the programme's learning and teaching strategy;

- You will receive verbal guidance during classes and written feedback and feedforward comments on all assessment tasks. You will also 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:

- Student counsellors are available to all students via Student Life.
- 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.
- At key points during the programme, you will discuss your personal and professional development with staff members, 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 academic support is available through Student Life, and through online support materials. Further information is available at
- 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 your various responsibilities.

7. Curriculum Map of Modules Against Programme Intended Learning Outcomes

Module Title and Code	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
PERF701 Practice Research Studio	X	X	X			X		X
PERF702 Queer Performance	X	X	X	X		X		X
PERF703 Curating Performance	X	X	X	X		X		X
PERF704 Approaches to Performance (AMU)	X	X	X	X		X		X

PERF705 Approaches to Performance (TYA)	X	X	X	X		X		X
PERF706 Devising Political Performance (DP)	X	X	X	X		X		X
PERF707 Radical Dramaturgies (DP QP)	X	X	X	X	X	X	X	X
PERF708 Creative Ecologies (CU)	X	X	X	X	X	X	X	X
PERF709 AMU Hybrid Narratives	X	X	X	X	X	X	X	X
PERF7010 For, By, With (TYA)	X	X	X	X	X	X	X	X
PER7011 Practice Research Project	X	X	X	X	X	X	X	X

8. Categorisation of Programme Intended Learning Outcomes

Categorisation of Programme Intended Learning Outcome	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Practice	X	X	X	X				X
Informed critical reflection	X	X	X			X	X	X
Transferable and personal qualities	X		X	X	X	X	X	X

9. Criteria for Admission

9.1 Applications

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 Performance 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.

9.2 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.

9.3 Selection

Selection is by interview, 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. The interview panel consists of two members of staff connected to the programme.

9.4 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.

10. 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.

Assessment Schedule

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.

The programme's commitment to radically inclusive pedagogies extends to assessment practices. We recognise that students work in diverse ways, bring different experiences and perspectives, and may articulate their practice through various modes of expression. Assessment criteria value rigorous creative practice, critical reflection, collaborative working, and the generation of new knowledge through making, while remaining attentive to the multiple forms this work might take across different pathways and approaches.

You will receive written feedback on all summative assessment tasks no later than twenty working days after the submission date. You will also participate in tutorials following practical projects, encouraging you to reflect on your practice and identify future learning goals. This approach positions assessment as an ongoing conversation about your development rather than a singular judgment of your work.

Marking Categories for the MA

70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Pass
0 – 49%	Fail

Marks and Classification of Awards

To qualify for the award of the MA degree (180 credits over all modules) you must complete all 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 considered in the calculation of the final award.

The Postgraduate Diploma and Postgraduate Certificate are Exit Awards only.

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

ATTAINMENT AT EACH LEVEL

Level 7 (Certificate of Higher Education)	<p>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, performance context). These reference points ensure that academic standards are credible, coherent and comparable across the sector while supporting the programme's practice-led ethos.</p> <p>The programme learning outcomes are aligned with the Framework for Higher Education Qualifications (FHEQ) Level 7</p>
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	<p>descriptor as follows:</p> <p>Masters' degrees are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> • 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 <p>conceptual understanding that enables the student:</p> <ul style="list-style-type: none"> • 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.
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DOCUMENT CONTROL BOX

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Modified:	

APPENDIX 1

QAA Benchmark Statement (Dance, Drama & Performance, 2024)	Location in MA Programme Specification	How the Programme Addresses This Benchmark (Descriptive Summary)
Practice-based learning and embodied knowledge as core disciplinary modes	Programme Overview (pp. 1–3); Practice Research section (p. 6)	The MA positions practice as a primary mode of inquiry, emphasising embodied, experiential learning and treating performance-making as a form of knowledge production. This is reflected in statements such as “thinking happens through making” and the emphasis on “embodied, experiential... liquid knowing”.
Integration of theory and practice; critical engagement with contemporary debates	Programme Aims (p. 4); Learning & Teaching (pp. 5–6)	The programme embeds theory within studio practice, ensuring students critically engage with contemporary debates while applying theoretical frameworks directly in creative processes. The document notes that work is “informed by contemporary academic thinking and robust theoretical underpinning”.
Collaborative, ensemble-based, and interdisciplinary working	Programme Overview (pp. 1–3); Aims 1 & 5 (p. 4)	Students collaborate across pathways and within ensemble-based modules, developing interdisciplinary methods that foster creative

		exchange and collective problem-solving. The programme describes itself as an “interdisciplinary laboratory” generating “creative friction and mutual transformation”.
Awareness of social, political, and cultural contexts shaping performance	Aims 3 & 4 (p. 4); Pathway Descriptions (pp. 2–3)	The curriculum foregrounds socially engaged practice, encouraging students to situate their work within wider cultural and political contexts. Pathways explicitly address urgent cultural questions, such as queer performance, political devising, and TYA ethics. The text highlights “urgent questions in contemporary culture” and “complex social, political, and cultural values”.
Performance as cultural, political, and social intervention	Devising & Queer Performance pathways (pp. 2–3); Radical Dramaturgies (p. 10)	Modules explore performance as a tool for activism and critique, examining how creative strategies intervene in public discourse and challenge dominant narratives. Devising is framed as “resistive visions to the political status quo”.
Critical reflection and self-evaluation	Learning & Teaching (pp. 5–6); Assessment (pp. 18–19)	Reflective practice is embedded throughout the programme, with assessments designed to prioritise process, experimentation, and critical self-evaluation. The document

		emphasises “critical reflection, self-evaluation” and assessment as “an ongoing conversation about your development”.
Engagement with diverse audiences, communities, and contexts	TYA Pathway (p. 9); Curating Pathway (p. 9); Aims 3 & 4 (p. 4)	Students develop work for varied audiences—including children, young people, and community groups—and explore curatorial strategies that expand access and representation. The TYA module stresses “the presence and perspectives of their audiences” and multi-sensory, inclusive approaches.
Professional preparation and employability	Aims 1 & 6 (p. 4); Creative Ecologies (p. 11); Degree Show (p. 3)	The programme prepares students for diverse professional roles by developing leadership, facilitation, producing, curation, and independent performance-making skills. Creative Ecologies provides real-world producing experience, and the Degree Show positions students within professional networks. The aims include preparation for “artistic leadership, facilitation, curation, education”.
Research literacy and generating new knowledge through practice	Practice Research Studio (pp. 6–7); Practice Research Project (pp. 12–13)	Students learn to design, document, and articulate practice research processes, producing original investigations that contribute new insights to the field. The programme emphasises “rigorous

		approaches to practice research” and “innovative critical arguments through performance-making”.
Ethical awareness and responsibility in performance-making	Learning & Teaching (pp. 5–6); TYA Pathway (p. 8); Curating Pathway (p. 9)	Ethical considerations are foregrounded in modules addressing young audiences, community engagement, and curatorial activism. The TYA pathway highlights “ethical and practical dimensions of work that centres young people’s agency and voice”. Curating emphasises “ethical, socially engaged approaches”.
Understanding performance histories, archives, and cultural memory	Performing Archives (p. 13)	Students examine how performance histories are constructed, preserved, and reimagined, using archival materials to inform contemporary creative practice. The module frames the archive as “a generative space where historical practices are preserved for contemporary practices to be produced”.