



POSTGRADUATE SCHOOL
MASTER OF FINE ARTS

Acting

Programme Specification
May 2026

Contents

1.	GENERAL INFORMATION	3
2.	STATEMENT	4
3.	AIMS OF THE PROGRAMME	4
4.	LEARNING, TEACHING, CURRICULUM AND ASSESSMENT	5
5.	LEARNING OUTCOMES	6
6.	LEARNING AND TEACHING PROCESSES	7
7.	ASSESSMENT	11
8.	ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT	13
9.	ASSESSMENT MAP SHOWING LEARNING OUTCOME ASSESSMENT	13
10.	THE STRUCTURE OF THE PROGRAMME	15
11.	CRITERIA FOR ADMISSION	16
12.	PROGRESSION AND ASSESSMENT REGULATIONS	18
13.	MECHANISM FOR PROGRAMME REVISION	19
14.	APPENDIX 1: SUBJECT BENCHMARK MAPPING	20
15.	APPENDIX 2: ATTAINMENT AT EACH LEVEL	22

1. GENERAL INFORMATION

Name of Final Award	Programme Title	Duration	Mode of study
MFA	Acting	24 Months	Full Time

Intermediate Awards

Award	Programme Title	Duration	Mode of study
MA	Acting	13 Months	Full Time
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
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. https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy_FINAL.pdfOffice 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

MFA Acting is an intensive, practice-led postgraduate programme designed to train highly versatile, contemporary performance practitioners. Grounded in rigorous actor training, including foundational acting skills embedded from the outset, and enriched by a wide range of traditional and innovative methodologies, the programme prepares you to work across diverse theatrical, interdisciplinary and emergent performance contexts. Through sustained, studio based practice, students develop physical, vocal, textual, imaginative and collaborative skills. Working with practitioner-educators and visiting artists from leading companies and ensembles, you engage with multiple approaches to performance, including but not limited to psychological realism, extended vocal techniques, movement led practices, Viewpoints, Suzuki training, devising, composition, and other contemporary methods shaping the field today. The programme combines intensive actor training alongside a thread of independent practice research in Year 1 and student-led, independent practice research in year 2 alongside taught elements, with the opportunity to develop your practice and knowledge of a topic, artistic practice or research area in year 2 through guided independent study alongside other postgraduate students on a range of programmes at the College.

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. Students 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 in Year 2, enabling you to develop as critically engaged makers and researchers.

MFA Acting offers an immersive, ensemble-driven environment that values experimentation, creative risk-taking and collaboration. You graduate with the artistic agency, critical insight and professional skills needed for sustainable careers in theatre, performance-making and related creative fields. Through a focussed and student-led second year which deeply grounds investigation of acting, performance making, practice and research driven by your own interests and insights, the MFA Acting programme fosters independent, creative artists who are able to develop their own practice as well as work effectively as a collaborative contributor in other projects. The second year is designed to develop these independent thinking, making and doing skills to develop you into multi-hyphenate and rigorous contributors to the changing creative 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 grounded in rigorous studio-based training, ensemble collaboration and contemporary professional theatre practices;

- deepen understanding and application of a wide variety of acting methodologies, from psychological realism and text-based approaches to physical, movement-led, devised and interdisciplinary performance practices;
- become a critical, reflective and self-directed practitioner with the capacity to take informed artistic risks and shape your own development as a performer-maker;
- work collaboratively with peers, faculty and visiting practitioners, contributing responsibly, imaginatively and respectfully to shared creative processes;
- cultivate resilience, independence and professional judgement suitable for diverse and evolving artistic environments;
- 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;
- develop your practice research and understanding of the importance of practice research for future-facing, critically engaged performers and performance makers;
- contribute creatively and ethically to the future of theatre and performance, working as an adaptable, critically informed and socially engaged artist.

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.

<p>Learning Outcomes</p> <p>The learning outcomes set out the kinds of abilities you will need to succeed on the programme and as an actor/performer. The programme is designed to help you develop these abilities.</p> <p>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 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 outcomes.</p> <p>The specific learning and teaching processes for each module are described in the module specifications.</p>
▲		▼
<p>Assessment</p>	◀	<p>Curriculum content</p>

<p>Your success in demonstrating the abilities described in the learning outcomes and in meeting the expectations associated with each learning outcome 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.</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>
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5. LEARNING OUTCOMES

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

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

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

LO3. Identify and develop an original, autonomous performance-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 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 is practice-led, research-informed and grounded in studio-based actor training. You engage in movement, voice and acting laboratories to develop foundational skills in these areas from the outset; text analysis, dramaturgical inquiry and scene study; devising, composition and ensemble creation; interdisciplinary workshops and contemporary performance-making methods; reflective discussion, seminars and tutorials; independent and collaborative research practices. Inclusive teaching and reasonable adjustments are embedded ensuring learners from a range of experience and backgrounds can succeed on the programme. The foundational skills and actor training embedded from the start of the programme facilitate access to acting and performance making skills for all students regardless of their prior experience in acting and performance making.

The programme integrates intensive studio-based actor training with seminars, tutorials, critical discussion, guided independent study and the development of independent practice research skills, a production project and smaller performance making activities. Learning activities support systematic and critical understanding of advanced acting practices, devised performance and collaborative performance and professional contexts, while fostering increasing autonomy, agency, originality and professional judgement. Autonomy on the programme increases as it develops, and towards the end of Year 1 and into Year 2, independent practice research, supported by work with a tutor alongside taught classes on the histories, futures and contemporary importance of performance and performance making, 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 where appropriate, 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 you 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 you 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. In addition, in Year 2, the Advanced Practice Research Project module is partially delivered through professional placements, 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 programme director or relevant tutor. Other opportunities to interact with industry professionals are embedded into the teaching in other modules through activities such as workshops by guest artists, visits to theatres, galleries, and other arts and cultural institutions, and/or productions in specialist venues.

Professional attributes and employability are embedded throughout the programme rather than treated as discrete elements. You are specifically prepared for acting and performance industries both through your ongoing engagement with in-house and visiting staff who are active participants in the contemporary performance 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 acting and performance industries, or for further study at doctoral level. Professional practice is embedded through engagement with industry active practitioners, audition and selftape preparation, live performance 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

Year 1:

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. It engages you with a range of approaches beyond psychological realism, including stylised and postdramatic forms, with emphasis on dramaturgical analysis, and the relationship between

text and performance. Reflective and research informed practice underpins the module, preparing students for professional work across contemporary performance and acting contexts.

Advanced Skills

This module develops advanced vocal and physical practice as integrated components of professional actor training introduced in the Foundations unit, focusing on the relationship between body, movement, voice, breath and emotion. Through sustained studio practice and reflective engagement, you develop technical awareness, physical and vocal capacity, and a highly structured performance vocabulary, applying these methodologies to character creation within professional performance 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.

Advanced Practice Research Project (Part 1)

This module runs across the first two terms of your first term, where you study practice research alongside MA students, before continuing in your second year. 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, students 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. This module culminates in a proposal, as a formative assessment point, which will inform your work on Advanced Practice Research Project in Year 2

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. The involves dedicated time for professional preparation activity, collaborating and working with a director on a fully-realised production, and developing a digital showcase.

Year 2:

Performing Archives

This module explores how performance is archived, how documentation can generate new interpretations of past work, and how archives shape cultural memory. Students engage critically with theories of liveness and embodied knowledge while using archival materials to create contemporary practice.

Performance Futures

This module examines key questions facing contemporary performance and how practitioners respond to cultural, political and social issues. Students use interdisciplinary research and practice to explore how performance can rehearse alternative ways of living and imagining the future.

Advanced Practice Research Project (Part 2)

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

You begin developing the Advanced Practice Research Project in the first two terms of your first year which is taught alongside MA students studying Practice Research and finishes with a proposal for your work in your second year and then continues in the summer of your first before refining it throughout the MFA Year 2. The second part of the Advanced Practice Research Project spans the full MFA year, building on earlier modules through independent practice research, professional placements, and an intensive research and development phase leading to a final presentation at the Postgraduate Degree Show. It emphasises practice research as rigorous knowledge production, developing your skills in documentation, practice–theory articulation, and professional presentation.

Indicative Structure

Year 1

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)	
ACT701	Advanced Practice Research Project (Part 1)	(see Year 2)					
ACT702	Foundations	30					
ACT703	Advanced Skills	30					
ACT704	Productions	60					

Year 2

Module Code	Module Title	Credits	Autumn Term	Spring Term	Summer Term
ACT705	Advanced Research Project (Part 2)	60			
PERF7012	Performing Archives	30			
PERF7013	Performance Futures	30			

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.

8. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method
ACT702	Foundations	30	Process / Assessed Tutorial
ACT703	Advanced Skills	30	Process / Assessed Tutorial
ACT704	Productions	60	Performance / Assessed Tutorial
PERF7012	Performing Archives	30	Performance Lecture / Viva Voce / Critical Reflective Journal
PERF7013	Performing Futures	30	Performance Event / Manifesto / Viva Voce
ACT701 & ACT705	Advanced Practice Research project (Parts 1 and 2)	60	Proposal/2 x Presentations / Performance Event and Documentation / Viva Voce

9. ASSESSMENT MAP SHOWING LEARNING OUTCOME ASSESSMENT

YEAR 1

Learning Outcome	Foundations	Advanced Skills	Productions	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

Year 2

Learning Outcome	Performing Archives	Performing Futures	Advanced Practice Research Project	

LO1	X	X	X	
LO2	X	X	X	
LO3			X	
LO4			X	
LO5	X	X	X	
LO6	X	X	X	
LO7			X	

10. THE STRUCTURE OF THE PROGRAMME

The MFA Acting for Screen comprises 240 credits at Level 7. The MFA Acting for Screen comprises 240 credits at Level 7. The full-time route is normally completed in 24 months. The programme is offered on a full-time basis only.

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

Year 1:

As an MFA student, you will complete the same modules as your peers on the MA-only programme, but at the end of the Advanced Practice Research (Part 1) module you will submit a proposal which will inform your Advanced Practice Research Project in Year 2.

Autumn Term (September/October – December)

Autumn 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, 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 collaborative and devised practices to support your work as a performer-maker. The term will end with a series of sharings and assessed tutorials for Acting and Skills units and a submitted proposal for your final practice research project which will continue in Summer Term 2. Alongside this, the cohort will also work with a professional production team to rehearse and film a digital showcase, to be released during the following term. Professional preparation activity, including work on casting, agents and working in diverse industry contexts, takes place across this term and continues into Summer Terms 1 and 2 through workshops and other events.

Summer Term 1 (April-June)

Summer Term 1 involves developing and performing fully-realised live productions – a playtext, a co-created devised or collaboratively-informed practice. 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 through a production period either at the College or at an external venue.

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. This will also involve sessions to develop your practical research skills leading into your second year and begin planning activity including potential placement opportunities in year 2.

Year 2:

Autumn Term

Performing Archives

This module explores the processes and politics of archiving performance, the creative uses of documentation to reimagine new lives for past performances, and investigates how archives and historical narratives shape cultural memories of performance. The archive is framed as a generative space where historical practices are preserved for contemporary practices to be produced. In seminars informed by set reading and independent research, students critically engage with theories of liveness, museology, embodied knowledge, and performance as history. Practice-based sessions are centred on using performance documentation to reimagine new lives for past performances and using archival documents sourced from a collection as the genesis for contemporary practice.

Spring Term

Performance Futures

This module examines the most urgent questions and issues contemporary performance practitioners are exploring in cultural, political and social contexts. Students explore how performance can be interpreted using a range of critical lenses, and how awareness of different disciplines enables them to articulate a compelling vision for their practice. Drawing on scholarship from the fields of theatre, live art, social science, cultural studies, history, and philosophy, students design and apply practice research processes to investigate how performance can act as a rehearsal for different ways of living in order to collectively re-imagine the future.

Summer Term

Advanced Practice Research Project

While you will start the Advanced Practice Research Project in your first year, developing it throughout the MFA year, the summer term will focus on the culmination of this project. This will involve developing the project and sharing your work in a final form, typically as part of a Postgraduate Performance Festival alongside other MFA students at the end of the year.

11. 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 MFA Acting 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 MFA 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 briefing document.
- 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.

12. 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 acting work and written/reflective submissions, with clear alignment to programme learning outcomes (LO1–LO7) and the FHEQ Level 7 descriptor.

Marking Categories for the MFA

Marks and Classification of Awards

To qualify for the award of the MFA degree (180 credits over all modules) or MFA degree (240 credits) 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.

MA, Postgraduate Certificate and Postgraduate Diploma are Exit Awards only.

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

13. MECHANISM FOR PROGRAMME REVISION

The College Academic Monitoring and Enhancement process will be completed.

14. APPENDIX 1: SUBJECT BENCHMARK MAPPING

<p>The MA Acting Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance.</p>			
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 devised and collaborative practices and acting, interdisciplinary working, and professional contexts. It integrates creative practice, technical training, critical studies and professional preparation, generating knowledge through performance-making and acting methodologies.	LO1, LO3, LO5, LO6; Programme Aims; Foundations; Advanced Skills; Productions; Advanced Research Project
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.	LO1, LO2, LO3, LO4; Foundations; Practice Research; Performing Archives; Performing Futures; Advanced Research Project
Professional, Creative and Performance Skills	paras. 4.8–4.9	The programme develops advanced acting, vocal and physical skills for performance, emphasising technique, experimentation, rehearsal processes and realisation of performance work in professional and simulated professional contexts.	LO1, LO4, LO6, LO7; Foundations; Advanced Skills; Productions
Practice-Based Research / Making as Inquiry	paras. 3.7, 4.5, 4.9	Practice research is embedded as a core mode of inquiry, with students generating knowledge through performance-making,	LO2, LO3, LO4, LO7; Practice Research; Performing

		supported by reflective and critical frameworks. The Practice Research module scaffolds a transition from collaborative to independent research.	Archives; Performing Futures; Advanced Research Project
Critical, Contextual and Cultural Understanding	paras. 4.8	Students critically engage with the cultural, social, technological and industrial contexts of performance, including contemporary production cultures, ethics and professional responsibility.	LO1, LO2, LO7, LO7; Foundations ; Practice Research; Performing Archives; Performing Futures; Advanced Research Project
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 context, 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 acting, performance and performance making 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; Performing Archives; Performing Futures; Advanced Research Project

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15. APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p>Level 7 (Certificate of Higher Education)</p>	<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, acting 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 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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