



UNDERGRADUATE SCHOOL  
BACHELOR OF ARTS (HONOURS)

**BA (Hons) International Acting Practices  
(with placement)**

Programme Specification

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## 1. GENERAL INFORMATION

<b>UCAS Code</b>	<b>Name of Final Award</b>	<b>Programme Title</b>	<b>Duration</b>	<b>Mode of study</b>
	BA (Hons)	International Acting Practices (with placement)	3 Years	Full Time

### Intermediate Awards

BA (ordinary degree)	International Acting Practices (with placement)	3 Years	Full Time
Dip HE	International Acting Practices (with placement)	2 Years	Full Time
Cert HE		1 Year	Full Time

<b>Teaching Institution</b>	Rose Bruford College of Theatre and Performance
<b>Awarding Institution</b>	Rose Bruford College of Theatre and Performance
<b>External Examiner</b>	
<b>Programme Accreditation</b>	Rose Bruford College of Theatre and Performance
<b>Relevant QAA subject benchmark</b>	Dance, Drama and Performance (2024)

<p><b>Other Points of Reference</b></p>	<ul style="list-style-type: none"> <li>i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>ii. Guidelines for Preparing a Programme Specification (QAA)</li> <li>iii. The statement of characteristics of RBC programmes in the L&amp;T strategy:  <a href="https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf">https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf</a></li> <li>iv. Development events, with industry and graduate consultation</li> </ul>
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## 2. STATEMENT

### **The International Acting Practices Programme at Rose Bruford College**

The BA (Hons) International Acting Practices programme is a unique programme of study with acting and theatre-making at its core. It begins from the premise that acting and theatre-making are diverse and culturally situated activities. Through the course of the programme you will examine a range of acting techniques and theatre-making methods drawn from a variety of global contexts and practices. In doing so, it invites you to consider your positionality as an actor, performer and theatre-maker: how and why you perceive the world as you do and how as an artist you might contribute to the sector.

The programme sets out to educate, train and develop professional actors who are practitioner-artists with skills as directors, performers and theatre-makers; equipping you for a life-long career in theatre, performance, and the creative industries.

The programme offers breadth and depth in the curriculum, including project-based and collaborative learning; and interlinks theory and practice, with the understanding that theory informs practice and practice informs theory; and that, by understanding this link, you become a creative, informed, confident, ethically conscious and critically astute practitioner.

Three core principles shape the content and nature of the programme: the ensemble, crossing borders, and innovation.

- Notions of the ensemble permeate international acting and performance practices, centring the process by which a group of collaborators working as actors and performance makers share collective responsibility for the creative process and outcome. Through taught and self-led studio practices, you will explore and create work from who is in the room, within the resources available, ensuring that the outcome emerges from the meeting of individuals not from a single authorial voice. In this way the programme seeks to value your individuality and individual potential, supporting you to work towards your individual goals through collaboration with different working partners.
- The idea of crossing borders reflects the interconnectedness of the world in general and the creative arts specifically. This idea informs the way the programme invites you to explore and develop skills in a range of different geographical, cultural and artistic practices. Through exploring different practices and contexts you will be encouraged to reflect upon assumptions about acting and performance, and to understand the ways in which different practices converge and diverge. Developing skills in a wide range

of practices through the course of the degree will enable you to select different creative tools and methods which align with your preferred ways of working as an actor, director, and theatre-maker. In doing so, you will also gain an understanding of how you are situated in wider networks of identity and practice in the UK and globally.

- The creative industries are continually evolving and innovating, and you have a part to play in that development. Throughout the programme you will meet different innovative practices and explore methods for innovating in your own work. You will engage in practice research as a way to create performance and as a means of finding innovative solutions to questions about theatrical performance. You will graduate understanding you can shape your own practice and contribute to the future direction of theatre and the creative industries.

Practice research is a process of investigation into the practical processes and elements of performance, leading to new insights effectively shared. By engaging with this you will develop as an autonomous practice researcher alongside your acting and theatre-making skills. In this way, you take on increasing autonomy for your own development as an actor and have the opportunity to shape and develop your own specialisms in line with your interests and ambitions.

Your work can be performed both at the College and externally in cross-disciplinary collaborations. Individual choice increases through the degree allowing you to choose your own ensembles and areas of exploration.

Furthermore, you will be able to reflect and draw upon your own personal and cultural identity through the increasing individualisation of the work in the programme.

In line with the College's Learning, Teaching and Student Support Strategy, you will be taught and supported by academics, specialist professional practitioners and other specialists within the learning support team, allowing you to acquire a wide range of intellectual, creative, technical and entrepreneurial skills while ensuring that your health and well-being is supported. If you have specific needs, you will be supported through the College's study and student support areas with learning agreements and, where necessary, adjustment to learning projects or assessment.

The programme will attract those who wish to develop their acting and performance, as well as those with an interest in developing connected skills in directing and theatre-making, alongside consideration and exploration of associated roles and skills. Whilst you may have a clear sense of your trajectory into the industry, the programme is also specifically designed to support you in uncovering your specific interests, skill sets and aptitudes in order to identify specific career pathways.

### 3. AIMS OF THE PROGRAMME

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

*seek to make a positive difference to those around you, by working collaboratively to create value*

*be curious, creative and take responsibility for your own life-long learning*

*be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally*

*respect and value diversity and difference, showing tolerance and understanding*

The BA (Hons) International Acting Practices (with placement) programme aims to:

- develop your capabilities and employability as an actor, practitioner and performer-maker of theatre and performance, able to take on different roles within the creative process;
- develop your research skills, particularly in the context of practice-research, ensuring you are able to sustain life-long learning in support of your chosen career pathways;
- extend your understanding and application of social and political contexts and notions in acting and performance, and the creation and production of performance;
- develop your ability to lead and facilitate creative processes in the production of theatre and performance, empowering you to initiate, develop and realise your own ideas and projects.

#### 4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

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

<p><b>Learning themes</b></p> <p>The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a performer-maker. The programme is designed to help you develop these abilities.</p> <p>The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.</p>	▶	<p><b>Learning and teaching processes</b></p> <p>The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes.</p> <p>The specific learning and teaching processes for each module are described in the module specifications.</p>
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<p><b>Assessment</b></p> <p>Your success in demonstrating the abilities described in the learning themes and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.</p>	◀	<p><b>Curriculum content</b></p> <p>The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.</p> <p>Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.</p>

## 5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of contemporary performer and theatre-maker, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action.

***Your success on your programme and as a performer and theatre-maker will depend on your ability to show:***

### **1. Creativity**

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

### **2. Organisation & collaboration**

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

### **3. Communication**

Articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience(s), listen and respond to others.

### **4. Professional practice & competences**

Show knowledge of, and apply, relevant techniques, tools, devices, processes & practices; adhering to appropriate regulations and protocols as required.

### **5. Research & knowledge skills**

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

### **6. Understanding Context**

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

### **7. Reflection & learning**

Show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning.

## 6. LEARNING AND TEACHING PROCESSES

Learning and Teaching in International Acting Practices (with placement) is a collaborative process that sees you take on increasing autonomy and responsibility for your own learning and training. Theory and practice are closely intertwined throughout the degree, developing your capacity as a practitioner of theatre and performance by honing your technical abilities as a performer-maker whilst equipping you with a detailed understanding of how and why theatre/performance works in the ways that it does.

International Acting Practices mixes a blend of taught classes and studio-practice to allow you to gain new skills, techniques and methods and then to explore the application of these within specific parameters. The programme sees studio and performance projects as learning laboratories, with assignment parameters established to provide suitable boundaries within which you can develop the craft of performance-making alongside your reflective and analytical capacities. These can be self-led group projects with staff tutorial support, projects directed by internal or external directors, and/or research-driven processes. Through practising theatre-making and performance in different ensemble configurations you will be able to uncover and refine your own aptitudes, methodologies and approaches to the creative process. The act of working in collaboration means that you will learn as much from your peers as you do from your tutors.

At Level 4, you will develop skills and acquire knowledge of a range of techniques in acting, voice, movement, devising, and ensemble theatre-making. These will allow you to understand, reflect upon and enhance your personal resources as an actor-maker and the dynamics and processes of group creation. You will work in groups to apply these skills, techniques and tools to specific texts or tasks; and in doing so you will explore interpreting existing material (e.g. play scripts/movement vocabulary) and generating original material. Practical work provides a solid grounding in a variety of international practices and techniques of theatre and performance, allowing you to build your overall capacity as a performer, maker and collaborator through the first year. Written assignments are designed to support you to develop your understanding of context and/or reflect upon your own learning. The various written tasks are an extension of the practical training of the performer/theatre-maker, giving you the experience and skills to articulate your practice in a range of forms and contexts. Assessed tutorials allow you to develop your reflection in conversation with tutors.

At Level 5, you take on increasing responsibility for the formulation, development, and dramaturgy of your work. Taught sessions still provide a grounding in more advanced notions and principles, whilst self-led studio practice allows you to begin to apply and experiment with ways of working, extending your own knowledge through processes of practice-research. Placements are selected to allow you optionality in terms of the content and pedagogy depending on the placement you select. Written assignments are designed to develop your depth of analysis and reflection, whilst inviting you to begin to formulate your own findings from your practice-research.

At Level 6, you will move between working in contexts modelled on professional practice (e.g. working intensively on performance projects with external directors) and leading your own autonomous processes of practice-research. You will be asked to blend theory, practice and professional understanding in different ways across the third year. Written work at Level 6 is designed to deepen your situated reflection and provide you with the opportunity to produce novel scholarship in a variety of formats.

Employability is enhanced by developing your skills, aptitudes and attitudes across the three years. Explicit examination of core values and practices are examined and tested at Level 4 and you are introduced to other models of professional practice on the placement at Level 5. Throughout Level 6, you further develop your understanding of professional processes through a series of seminars and classes, whilst applying these to your own projects.

## 7. CURRICULUM CONTENT

The programme draws on three core principles: the ensemble, crossing borders, and innovation. These are realised throughout the different modules examining a range of international theatre techniques, methods and tools. A wide range of texts and techniques in acting and performance making from across the globe are explored throughout the programme ensuring you: are well equipped to perform and create shows within a wide range of genres and styles of theatre and performance; are adept at working in both devised and text-based work; and, have a broad understanding of practices that arise from diverse cultural contexts. A key aspect of the programme is the exploration and application of practice-research both in the generation of ways of doing and thinking, but also as a means of creating work. In this way the programme aims to foster your creativity, agency, and your analytical skills. Whilst the fields of study you explore are centred around established and innovative international practices, the themes that the programme examines are global in scale and concern.

At Level 4, you begin to construct your own personal toolbox for performing and theatre-making whilst also establishing key professional expectations and protocols, ensuring you develop your capacity to work in an ensemble and individually. You will encounter a broad and contrasting range of acting and theatre-making practices from across the globe (from psychological realism and post-colonialist approaches to puppetry and mask work for example). This will expand your understanding and competence in different conceptions, techniques, strategies and modes of acting, performing and theatre-making. This will be accompanied by classes that allow you to develop an understanding of your spoken and singing voice, and your capacity to employ movement as an expressive tool. You will also develop the key skills required to work in a professional environment, cultivating an understanding of the professional, cultural, artistic, social, ethical, and theoretical contexts of the work you undertake. You will develop your reflective, critical, and analytical skills through a series of

written and spoken tasks – including essays, reflective journals and assessed tutorials.

At Level 5, you deepen your knowledge of performance and theatre-making as you begin to personalise your practice-research, taking on leadership roles for individual creative practice-research processes. Level 5 expands your range and depth of knowledge, understanding, and competences by examining specific practices and their contexts. This begins with an examination of notions and practices of training, encouraging you to think metacognitively about your own training and to take on ownership of your training journey. This is supported by an extension of the physical and voice work from Level 4. Through study at Rose Bruford College and at one of our partner institutions/organisations, you will extend your understanding of the ways in which techniques and methods arise out of a specific context.

At Level 5 you will undertake a placement with either a partner institution or a partner organisation (for example a theatre company). This placement will be either for 8-10 weeks (shorter placements) or up to 14 weeks (longer placements). If you undertake a placement at a partner institution, this is usually in the form of a study mobility, and you will receive the equivalent credits and grades from that institution. If you undertake a placement at a partner organisation, then this will be assessed through the module IAP503. For those who undertake shorter placements, there will be learning at Rose Bruford College that make up the remaining weeks. It is possible to nominate your own placement, which will be considered for approval by the programme staff in relation to the learning it would offer you and relevant logistical and health & safety parameters. Please note that placements may incur additional costs.

Level 5 concludes with you undertaking an individual practice-research task, exploring an element of practice you wish to investigate further and the ways in which this practice can be used to direct an existing text.

At Level 6, you take on greater responsibility for the formulation, construction and development of performance in a range of situations; as well as engaging in more complex and detailed practice-research. Level 6 invites you to situate your work within different professional contexts. The first context is a public performance arising out of an exploration of innovative theatre practice. Supported by an external professional director, and collaborating with design, technical and management specialists, you will collectively develop and produce this performance. This is followed by a dissertation (practical or written) in which you undertake the role of creative researcher to formulate solutions to questions you have proposed about performance. The practical dissertation concludes with a performative outcome and seminar paper, whilst the written dissertation results in an extended piece of scholarly writing.

Throughout Level 6, you will undertake a series of targeted professional development classes and tasks that prepare you for working in industry. You will

be supported to develop individual career and resourcing plans to aid this next step.

## 8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed 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 assessment expectations are written to provide clarity about what you might need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

BA (Hons) International Acting Practices (with placement) uses two approaches to assessment: formative and summative. All assessment is focused on assessment for learning, helping you to identify your strengths and weaknesses and enabling you to maximise how you manage your learning. 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 also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade, but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are 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 the form of assessment most students have experienced (e.g. GCSEs, A levels). It is an 'end point' form of assessment and takes the form of a grade or mark. You will get feedback on your assessment strengths and weaknesses and whilst these will not be able to be addressed for the specific assessment that has been marked, the feedback will enable you to enhance your future performances. In International Acting

Practices (with placement), all summative assessments at Levels 4 and 5 are designed to prepare you for future modules.

The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, performances, workshop demonstrations, essays, journals, portfolios, reflective writing, seminar papers, and videos.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations. Practical work may be accompanied by a written commentary/statement that allows you to reflect on and demonstrate your learning. All practical projects include assessment of your process and the outcome of the work – please see the individual assignment briefings for information for specific information.

All projects expect, and support, students to develop ethical and safe working practices.

**Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. (*Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.*) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.**

### **1. Creativity**

Your work is expected to demonstrate:

- high levels of engagement in and commitment to making/creating/inventing/innovating/ developing/improvising.
- high levels of resourcefulness and problem-solving.

### **2. Organisation and collaboration**

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, taking responsibility, motivating yourself and others, negotiating, valuing difference, leading others, creating value for others.

### **3. Communication**

Your work is expected to demonstrate

- the ability to articulate clearly, coherently and effectively (verbally, in writing, visual and in performance) according to the needs of the situation and audience.
- the ability to listen and respond to others in a positive and constructive way.
- a clear ability to communicate ideas of significance and sophistication through presentations/performances/written or oral presentations demonstrating the effective alliance of form and content and executed with personal style.

#### **4. Professional practice & competences**

Your work is expected to demonstrate

- that it is relevant to the task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role/performance/project/subject-matter/audience.
- high levels of competence, commitment and professionalism combined with high levels of knowledge and application of techniques, tools, principles, processes, practices, regulations, and protocols.
- an informed selection of these in relation to the specific genre, style, or context of the work in question.

Where technical competences and abilities are assessed, your work is expected to demonstrate:

- that the technical aspects of the work (within the control and skill range expected in the level of study) have been skilfully dealt with
- a relevant contribution to the concept of the work,
- (where applicable) a complete and satisfying fusion of the technical and the creative.

#### **5. Research & knowledge skills**

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments. Research can constitute studio-, library-, and industry-based contexts.

#### **6. Understanding Context**

Your work is expected to demonstrate your ability to recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

## **7. Reflection & learning**

Your work is expected to demonstrate:

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

- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future action based on past experience, and be responsible for your own learning.

- clear evidence that your learning journey – which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

## 9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

<b>Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Summative Assessment Method</b>
IAP401	Plays in Performance	30	Group practical project Essay
IAP402	The Performer as Theatre-maker	30	Small group devised practical project Critical reflective journal
IAP403	Professional Practices	30	Group practical performance project (working with a director). Assessed tutorial
IAP404	Models of Practice and Theory	30	Practical assignment (video) with supporting statement
IAP501	Training Practices	30	Practice-research project and workshop demonstration Essay
IAP502	Staging Identity	30	Group practical performance project with assessed tutorial
IAP503	Crossing Borders	40	Journal
IAP504	Directing Through Research	20	Practice-research process with presentation of a directed scene Seminar paper presentation
IAP601	Theatre Research: Alternative Dramaturgies	30	Professional production process
IAP602	Professional Preparation	30	Professional portfolio
IAP603	Practical Dissertation (option a)	60	Practice-research process with performance outcome Seminar paper presentation
IAP604	Written Dissertation (option b)	60	Written dissertation

## 10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	IAP401	IAP 402	IAP403	IAP404	Weighted av. for L 4*	IAP501	IAP502	IAP503**	IAP504	Weighted av. for L5*	IAP601	IAP602	IAP603 (option A)	IAP604 (option B)	Weighted av - L6 - A*	Weighted av - L6 - B*	Weighted av – Degree - A	Weighted av – Degree - B
Credits	30	30	30	30	120	30	30	40	20	120	30	30	60	60	120	120	360	360
1. Creativity	19%	19%	20%	20%	19%	24%	20%		29%	16%	25%		28%	40%	21%	26%	20%	24%
2. Organisation & Collaboration	19%	19%	20%		14%	12%	20%		19%	11%	25%		19%		16%	6%	15%	7%
3. Communication	10%	10%	6%	20%	12%	24%		20%	5%	14%		25%	5%	20%	9%	16%	10%	16%
4. Professional practice & competences	38%	37%	40%	20%	34%		30%		19%	11%	50%		19%		22%	13%	20%	12%
5. Research & knowledge skills	7%		4%	20%	8%	28%			28%	12%			29%	40%	14%	20%	14%	18%
6. Understanding context	7%			20%	7%		15%	30%		14%		25%			6%	6%	8%	8%
7. Reflection & learning		15%	10%		6%	12%	15%	50%		23%		50%			13%	13%	15%	15%

\* With rounding errors

\*\* For students undertaking placements at partner higher education institutions this module will be substituted with credits gained from that institution

## 11. THE STRUCTURE OF THE PROGRAMME

Level 4							
Autumn Block 1 (11 Weeks)		Spring Block 2 (11 Weeks)		Summer Block 3 (8 Weeks)			
IAP401 Plays in Performance			IAP401 Assess	IAP 404 Models of Practice and Theory			
IAP402 The Performer as Theatre-Maker		IAP402 Assess.					
IAP403 Professional Practices		IAP403 Professional Practices			IAP403 Professional Practices		
Level 5							
Autumn Block 1 (11 Weeks)		Spring Block 2 (11 Weeks)		Summer Block 3 (8 Weeks)		Summer Block 4 (4 weeks)	
IAP501 Training Practices			IAP503 Crossing Borders (Shorter placements)	IAP504 Directing Through Research (Wave 1)	IAP503 Crossing Borders: Thematic Weeks for shorter placement students only	Vacation for shorter placement students	
IAP502 Staging Identity		Vacation for Longer Placement students	IAP503 Crossing Borders (Longer placements)			IAP504 Directing Through Research (Wave 2)	
Level 6							
Autumn Block 1 (11 Weeks)		Spring Block 2 (11 Weeks)		Summer Block 3 (8 Weeks)			
IAP601 Theatre Research: Alternative Dramaturgies		IAP603 Practical Dissertation (option a)/ IAP604 Written Dissertation (option b)					
IAP602 Professional Preparation		IAP602 Professional Preparation					

## Indicative Learning Hours

	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6 (option a)</b>	<b>Level 6 (option b)</b>
<b>Scheduled (including studio work, projects, productions, tutorials)</b>	825	750	415	365
<b>Independent working</b>	375	450	785	835
<b>Placement</b>		400		
<b>Total</b>	1200	1200	1200	1200

Placements will be the equivalent of 400 hours of learning. The balance of scheduled and self-led hours will vary according to placement and its associated activities. Students will have information of the balance of hours for each placement prior to nominating their preferred placements.

Where students undertake a shorter placement, activities will be scheduled at Rose Bruford College in the form of Thematic Weeks (see structure diagram above)

## 12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme and module level:

- The College's VLE contains all key information, including a year page which outlines requirements and provides access to information about processes and procedures.
- Each module throughout the programme is introduced with a briefing and accompanied by a VLE page with core resources, module specification, and assignment briefing.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria, so that you know what you need to demonstrate to get a grade in each classification.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme, and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written/tutorial feedback on all summative assessment tasks; and will be encouraged to reflect on your 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 be introduced to the Learning Resources Centre at induction and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorials, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level teaching and learning approach reflects this.

- At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are guided in developing core skills, and a critical and aesthetic framework.

- At Level 5, you will develop your work and begin to integrate it into a simulated professional context. You will take on projects in either simulated or real-life professional contexts and productions and develop a greater sense of personal and professional responsibility. You will also begin to explore and develop your practice-research skills and your own research interests.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. At this level your work will often be driven by practice-research processes. Taught sessions and tutorials will guide you and ensure that your learning is appropriately contextualised.
- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations; and assist you in identifying your own career trajectory.

### 13. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

### 14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Undergraduate Academic Regulations

Note that for BA (hons) International Acting Practices (with placement), the final degree is calculated in the following manner.

Level 5: 20%

All modules are used in the calculation of this part of the overall degree classification, weighted as per their credit values.

Where students have undertaken study exchanges as part of their degree, the associated credits and results will be substituted for module IAP503. (Where the study exchange carries a higher credit value, a single overall mark will be derived from all assessed elements of the module and will contribute to progression and classification with a defined weighting of 40 credits. No selective inclusion or exclusion of assessment components will apply.)

Level 6: 80%

All modules are used in the calculation of this part of the overall degree classification, weighted as per their credit values.

## 15. MECHANISM FOR PROGRAMME REVISION

Please refer to the College's Academic Monitoring and Review Overview and associated documents

## 16. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The BA (Hons) International Acting Practices (with placement) Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance. The benchmark statements underpin the programme's Learning Themes as shown below:

### **Learning theme 1: Creativity**

- Benchmark statement 4.12.i: should be able to engage creatively and critically with the skills and processes of performance and production, and demonstrate the ability to select, refine and present these in Performance.
- Benchmark statement 4.12.ii: should be able to engage creatively and critically with the possibilities of performance implied by a text, stimulus, notation or score, and, as appropriate, realise these sources sensitively through design and performance.
- Benchmark statement 4.12.iii: should be able to engage creatively and critically with the creation and/or production of Performance through a developed understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.
- Benchmark statement 4.12.iv: should be able to engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance.
- Benchmark statement 4.13.iii: should be able to work productively, creatively and imaginatively in a group and have the creative skills needed for the realisation of practice-based work.

### **Learning theme 2: Organisation & Collaboration**

- Benchmark statement 4.11.viii: should be able to demonstrate creative and critical understanding of group and collective processes.
- Benchmark statement 4.11.xi: should be able to demonstrate critical understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sustainable and ethical working practices.
- Benchmark statement 4.13.iii: should be able to work productively, creatively and imaginatively as part of a group and have the creative skills needed for the realisation of practice-based work.

- Benchmark statement 4.13.iv: should be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and successfully pursue goals with others.
- Benchmark statement 4.13.v: should be able to constructively and effectively manage creative, personal and interpersonal issues in the context of creative work.

### **Learning theme 3: Communication**

- Benchmark statement 4.13.i: have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways.
- Benchmark statement 4.13.vii: demonstrate appropriate technological and digital skills, and have developed considerable awareness of their application and potential within the field of study.

### **Learning theme 4: Professional Practice & Competences**

- Benchmark statement 4.11.i: should be able to demonstrate creative and critical engagement with forms, practices, techniques, traditions, histories and applications of Performance, and the capacity to problematise them.
- Benchmark statement 4.11.ii: should be able to demonstrate creative and critical engagement with the key components of Performance and the processes by which it is created, realised, managed, distributed and documented.
- Benchmark statement 4.11.vii: should be able to demonstrate critical understanding of how to engage with and interpret texts, media, notations and/or scores to create Performance.
- Benchmark statement 4.11.ix: should be able to demonstrate creative and critical understanding of key components of Performance within the disciplines such as the role and function of source material, performers, bodies, space, sound, text, movement and environment.
- Benchmark statement 4.11.ix: should be able to demonstrate creative and critical understanding of appropriate interdisciplinary elements of Performance and how to apply knowledge, practices, concepts and skills from other disciplines.
- Benchmark statement 4.12.i: should be able to engage creatively and critically with the skills and processes of performance and production, and demonstrate the ability to select, refine and present these in performance.
- Benchmark statement 4.12.ii: should be able to engage creatively and critically with the possibilities for Performance implied by a text, stimulus, notation or score, and, as appropriate realised these sources sensitively through design and performance.
- Benchmark statement 4.12.iii: should be able to engage creatively and critically with the creation and/or production of Performance through a

developed understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.

### **Learning theme 5: Research Knowledge & Skills**

- Benchmark statement 4.11.iii should be able to demonstrate engagement with critical and theoretical perspectives appropriate to the study of Performance.
- Benchmark statement 4.11.iv should be able to demonstrate critical understanding of key practitioners and practices and/or theorists and their cultural and historical context.
- Benchmark statement 4.11.v should be able to demonstrate a strong understanding of the interplay between critical and creative modes of enquiry within the field of study.
- Benchmark statement 4.12.iv should be able to engage creatively and critically in independent research, whether investigating past or present performances or as part of the process of creating new performance.
- Benchmark statement 4.13.i: should have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways.
- Benchmark statement 4.13.ii should demonstrate a developed capacity to examine and evaluate forms of discourse and their effects on representation and reception in the arts and culture more broadly.
- Benchmark statement 4.13.vii: demonstrate appropriate technological and digital skills, and have developed considerable awareness of their application and potential within the field of study.

### **Learning theme 6: Understanding Context**

- Benchmark statement 4.11.i: should be able to demonstrate creative and critical engagement with forms, practices, techniques, traditions, histories and applications of Performance, and the capacity to problematise them.
- Benchmark statement 4.11.iv: should be able to demonstrate critical understanding of key practitioners and practices and/or theorists and their cultural and/or historical contexts.
- Benchmark statement 4.11.v should be able to demonstrate creative and critical engagement with the role and function of Performance in social, educational, participatory and industry contexts.
- Benchmark statement 4.12.v: should be able to identify and interpret the cultural frameworks that surround performance events and their specific relation to social and historical contexts.

### **Learning theme 7: Reflection & Learning**

- Benchmark statement 4.10.iv: should be able to deploy skills in critical engagement, demonstrating the ability to operate and response reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways.

## 17. APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p><b>Level 4 (Certificate of Higher Education)</b></p>	<p>Descriptor for a higher education qualification at level 4 on the FHEQ: Certificate of Higher Education</p> <p>The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ.</p> <p>Certificates of Higher Education are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> <li>• knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</li> <li>• an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.</li> </ul> <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> <li>• evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work</li> <li>• communicate the results of their study/work accurately and reliably, and with structured and coherent arguments</li> <li>• undertake further training and develop new skills within a structured and managed environment.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.</li> </ul>
<p><b>Level 5 (Diploma of Higher Education)</b></p>	<p>Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree</p> <p>The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc.</p> <p>Foundation degrees are awarded to students who have demonstrated:</p>

	<ul style="list-style-type: none"> <li>• knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed</li> <li>• ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context</li> <li>• knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.</li> </ul> <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> <li>• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> <li>• effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively</li> <li>• undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.</li> </ul>
<p><b>Level 6 (Bachelor's Degree with Honours)</b></p>	<p>Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours</p> <p>The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas.</p> <p>Bachelor's degrees with honours are awarded to students who have demonstrated:</p> <ul style="list-style-type: none"> <li>• a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</li> <li>• an ability to deploy accurately established techniques of analysis and enquiry within a discipline</li> <li>• conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems,</li> </ul>

	<p>using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</p> <ul style="list-style-type: none"> <li>• an appreciation of the uncertainty, ambiguity and limits of knowledge</li> <li>• the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).</li> </ul> <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none"> <li>• apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects</li> <li>• critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem</li> <li>• communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</li> </ul> <p>And holders will have:</p> <ul style="list-style-type: none"> <li>• the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> <li>- the exercise of initiative and personal responsibility</li> <li>- decision-making in complex and unpredictable contexts</li> <li>- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</li> </ul> </li> </ul>
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