

# PROGRAMME SPECIFICATION

## 1. Key Information

<b>Programme Title:</b>	BA (Hons) Acting for Stage and Screen BA (Hons) Acting for Stage and Screen with Foundation Year BA (Hons) Acting for Stage and Screen (Top-Up)
<b>Awarding Institution:</b>	Buckinghamshire New University
<b>Teaching Institution(s):</b>	Buckinghamshire New University
<b>Subject Cluster:</b>	Dance & Performing Arts
<b>Award Title (including separate Pathway Award Titles where offered):</b>	BA (Hons) Acting for Stage and Screen
<b>Pathways (if applicable)</b>	
<b>FHEQ level of final award:</b>	6
<b>Other award titles available (exit qualifications):</b>	Certificate of Higher Education Diploma of Higher Education BA Acting for Stage and Screen
<b>Accreditation details:</b>	
<b>Length of programme:</b>	3 years 4 years with Foundation Year 1 year Top-Up
<b>Mode(s) of Study:</b>	Full Time
<b>Mode of Delivery:</b>	In person (on-site) delivery
<b>Language of study:</b>	English
<b>QAA Subject Benchmark(s):</b>	Dance, drama and performance (2019)
<b>Other external reference points (e.g. Apprenticeship Standard):</b>	
<b>Course Code(s):</b>	BAACSSFT / BAACSSTU / BAACSSFY
<b>UCAS Code(s):</b>	
<b>Approval date:</b>	1 December 2022
<b>Date of last update:</b>	January 2025 / February 2026 / May 2026

## 2. Programme Summary

If you are looking to break into acting, this degree is an excellent launch pad – with an equal focus on both screen and stage, and lots of opportunity to test out different performance styles and techniques.

You will get to fine-tune and extend your acting skills, working on live briefs and diverse projects – and build the contacts and entrepreneurial ability essential to securing work as an actor.

Through practical workshops, and looking at the relevant literature, we will take you through different acting styles and techniques, including method acting, physical theatre, postdramatic styles and more abstract approaches.

Working with our professional experts, you will consider a range of acting methods from the last 100 years, and try out different styles and ideas you can integrate into your own performances.

We will support you to find a performance approach that's uniquely yours, and set you up with the real-world skills you need to put you in the best possible position to secure acting work when you graduate.

You will create your own performances, including your own shows, films and short scenes – and take things in the direction that interests you, whether that's directing or devising, or focusing on a particular theory, piece of research or playwright.

In your final year, you will manage your own significant screen or stage-based production, from conception to performance. You will also set up your own artistic company, and learn about all the elements involved in that, from budgeting and marketing, to promoting yourself as a professional artist. This will include masterclasses from visiting professionals, external professional opportunities and learning how to create a showreel.

Unlike many acting degrees that focus primarily on the theatre, this course covers on-screen acting, too. With so much acting work coming from on-screen platforms, we will get you ready to capitalise on film, TV and online opportunities as well.

By the time you graduate, you will have the entrepreneurial flair, and strong grasp of both stage and screen work, to position yourself confidently as an inspiring and creative practitioner that people will want to work with. You will be somebody with a clear vision of the sort of acting you want to do and how it impacts on the world around you.

This degree is for anyone interested in pursuing a career in acting, theatre or performance.

### 3. Programme Aims and Learning Outcomes

#### Programme Aims

This programme aims to:

1. Create mature artists who can apply a comprehensive understanding of the UK Acting industry and performance practice to professional settings
2. Develop learners' ability to select and synthesise approaches to acting in a manner that demonstrates an informed and reflective approach to the arts
3. Encourage critical awareness and analysis of the political, economic and ethical contexts of various examples of work in acting and performance
4. Facilitate learners' personal and professional development as actors and artists through work with professional practitioners
5. Prepare learners for employment by developing their entrepreneurial, collaborative, technical and leadership skills

## Programme Learning Outcomes

### Knowledge and Understanding (K)

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

ID	Learning Outcome
K1	Evaluate performance texts and events using a systematic understanding of acting practice on screen and stage.
K2	Situate a wide range of acting practitioners within the cultural, political and economic context of the performing arts.
K3	Demonstrate a systematic understanding of the skills and processes applied to rehearsal, creative processes and production by which acting on stage and screen is realised.
K4	Outline how to select appropriate research methodologies for a range of purposes.

### Analysis and Criticality (C)

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

ID	Learning Outcome
C1	Apply existing methodologies in acting for stage and digital to alternative approaches appropriate to current social, political and ethical concerns.
C2	Articulate clear and reasoned critical arguments, both orally and in writing, that show an understanding of contemporary social and ethical issues.
C3	Engage critically with the creative possibilities of performance implied by a text or other forms and mediums in order to realise these sources in performance.
C4	Analyse discrete fields of activity including drama, theatre, installation, immersive performance, radio drama and video / film.
C5	Deploy a range of critical and theoretical perspectives as applied to the field of performance.

### Application and Practice (P)

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

ID	Learning Outcome
P1	Create a performance project for a specific context, applying appropriate theoretical, creative, professional and organisational principles.
P2	Demonstrate the creative and interpretative skills needed for the realisation of successful acting performances.
P3	Manage personal workloads efficiently and effectively throughout the formulation, implementation and evaluation of creative projects rooted in contemporary industry practices.
P4	Work creatively and imaginatively both individually and within an ensemble / group.
P5	Explore the creation of work which integrates a variety of modes of performance practices which could include media, digital arts and new technologies and interdisciplinary, intermedia performances.

## Transferable skills and other attributes (T)

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

ID	Learning Outcome
T1	Demonstrate a broad range of information retrieval skills to gather, assess and synthesise material and to apply findings to own practice.
T2	Propose solutions to open-ended problems on the basis of critical practices, both within and beyond the performing arts field, such as those pertaining to creativity, organisation, innovation and entrepreneurship.
T3	Articulate ideas and communicate information effectively through a range of analogue and digital platforms producing work that follows appropriate scholarly and professional modes and conventions.
T4	Apply project management skills such as investigation, organisation, curation and realisation.
T5	Develop the ability to work independently, manage your workload and set your own goals.

## Graduate Attributes

The BNU Graduate Attributes of: Knowledge and its application; Creativity; Social and ethical awareness and responsibility; and Leadership and self-development focus on the development of innovative leaders in professional and creative capacities, who are equipped to operate in the 21st Century labour market and make a positive impact as global citizens.

On this programme, attributes are developed through our learners encountering the key skills they require to study and improve their acting - creative, physical, analytical and technical. From day one, learners will begin practical work, individually and in groups, that will provide the basis for scaffolding their learning experience into the world of acting (C1, C2, C3). On this programme learners will work hard to stage shows and act on screen integrating a variety of modes of performance creation including media, digital arts and new technologies and interdisciplinary, intermedia performances (P5, P4, P3). Learners encounter a range of performances from diverse cultural contexts, developing industry-based, professional practices along the way (K2, K3, K4). Projects involving various forms - screen acting, immersive theatre, intermedia performance or theatre in education - will allow learners to test their pre-existing ideas about performance and challenge the critical and conceptual boundaries of these fields (P1, P2, T1, T3). Academic staff and industry practitioners will work with learners at each stage of the programme to harness learning needs and tailor them to key aspects of creative, scholarly and professional contexts (C2, P2, P3). At the conclusion of the programme, learners will be poised to position themselves and their final year work in a context beyond the university environment ready to engage with confidence in the performing arts or related industry.

## 4. Entry Requirements

The University's [general entry requirements](#) will apply to admission to this programme with the following additions / exceptions:

- A typical offer will require a UCAS tariff score of: 88 - 112
- A minimum of two full A-levels (or equivalent) is required. Every application is considered on an individual basis.
- Applicants will need to complete an interview and performance audition.

- For further details of our international English entry requirements, please visit our international pages.
- Applicants who do not meet the minimum requirements for the three-year undergraduate programme, or those who do not feel fully prepared for a degree course, can apply for a four-year programme including a Foundation Year - UCAS Score 32-56

If you do not meet the entry requirements you may, if you have relevant professional experience, still be invited for interview, where you will be required to demonstrate the necessary knowledge and understanding for entry onto the course.

Previous study, professional and / or vocational experiences may be recognised as the equivalent learning experience and permit exemption from studying certain modules in accordance with our [accreditation of prior learning](#) (APL) process.

## 5. Programme Structure

Level	Modules (Code, Title and Credits)	Exit Awards
<b>Foundation Year 1</b>	<p><b>Core modules:</b>            PER0005 Introduction to Acting (20)            CAD0002 Collaboration in Creative Practice (20)            PER0006 Contemporary Performance (20)            PER0001 Contextual Studies: Intro to Performing Arts, research &amp; writing (20)            PER0002 Professional Practice (20)            CAD0011 Project (20)</p>	<b>N/A.</b> No credit is awarded at this Level.
<b>Level 4</b>	<p><b>Core modules:</b>            PER4001 Actor Training and Theory (20)            PER4016 Acting Techniques 1 &amp; 2 (20)            PER4015 Introduction to Production (20)            PER4018 Movement for Screen (20)            PER4017 Performer Training for Stage and Screen (20)            CAD4089 Contemporary Issues and Creative Practice (20)</p>	<b>Certificate of Higher Education,</b> awarded on achievement of 120 credits at Level 4
<b>Level 5</b>	<p><b>Core modules</b>            PER5001 Acting Techniques 3 (20)            PER5003 The Body and Performance (20)            PER5002 Theatre and Film Production (40)            PER5004 Directing for Screen 2 (20)</p> <p><b>Additional module choice:</b>            Choose from one of the following 2 modules:            CAD5122 Belonging &amp; Becoming (20)            CAD5061 Enterprise (20)</p>	<b>Diploma of Higher Education,</b> awarded on achievement of 240 credits, including a minimum of 120 credits at Level 5
<b>Level 6</b>	<p><b>Core modules:</b>            PER6001 Advanced Production (40)            PER6005 Strategic Professional Practice: Marketing &amp; Promotion (20)</p>	<b>Ordinary Degree,</b> awarded on achievement of 300 credits, including

	PER6004 Strategic Professional Practice: Work Placement (20) PER6003 Practical Dissertation (40)	60 credits at Level 6 and 120 credits at each of Levels 4 and 5  <b>Honours Degree</b> , awarded on achievement of 360 credits, including 120 credits at each of Levels, 4, 5 and 6
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Please note: Not all option modules will necessarily be offered in any one year. Other option modules may also be introduced at a later stage enabling the programme to respond to changes in the subject area.

## 6. Learning, Teaching and Assessment

### Learning and teaching

The teaching, learning and assessment methods used are consistent with those described in the Benchmark statements.

Teaching methods vary, but will include:

- Workshops, which develop practical and production skills. These are generally 3 hours long, taking place in the drama studio. They often involve physical work and deal with techniques actors need to learn and develop. Wearing comfortable, easy to move in clothes is advised.
- Performances (some of which are formally assessed but may be formative as well as summative). These may be either public (i.e., to a paying audience), private (i.e., to an invited audience), or mediated (i.e., for camera). Their style and duration will vary according to the module, and they are feature across the degree. Learners will have opportunities to work in many areas of production.
- Lectures and seminars, which develop analytical, critical and research skills. These generally take place in a classroom or lecture theatre and combine tutor-led information-giving with learner-centred discussions about the studied topics. They often include presentations and exercises.
- Study trips and visits to performances. These trips give learners an opportunity to watch professional theatre and provide invaluable material for learners' development.

This is an Attendance course. Acting is inevitably centred on working in the room with the tutor and with other learners

'Blackboard' is the University's choice of computer software for our virtual learning environment (VLE). Blackboard has become a key learning support tool whereby we as staff can communicate with you through text and image. Resources available within the 'environment' include, course information, module materials that can comprise of anything from lecture notes to video clips, discussion forums, administrative information such as calendars, and the setting and marking of online assessment. Blackboard will be used to support all modules on the programme.

### Assessment

The overall aim is to use innovative teaching and learning methods to guide you towards becoming more independent and autonomous by the end of the programme, and to allow you to explore issues fully in the context of their work. Formative assessment creates a point from which lecturers and you as the learner, can appraise development, consolidate learning and plan ahead. Summative assessment allows recognition for progression to further study, informs those involved of the level of achievement, and validates the learning process.

Authentic assessments comprise of written work, manifestos, presentations and portfolios. Practical assessment work incorporates process, rehearsal, planning, development as well as an assessed end performance (on stage or screen).

Summative feedback is provided in a written form or potentially through a recorded, downloadable oral feedback. However formative feedback will normally be provided prior to this during the assessment process, to ensure that learners are given opportunities to respond to feedback prior to submission.

Inevitably acting is often a group activity. Therefore, process and contribution to process is key to assessment and wherever possible (unless process is very brief, or the focus is on improvisation, for example) process and product are weighted equally in assessment. For practical assignments all learners will be asked to both peer and self-assess, and to submit a record of their and others' contribution in written form to enable the tutor to accurately reflect elements of the process they do not witness.

Assessment is varied, catering for different learning styles and enabling learners to develop a wide range of academic and performance skills. These include solo performance, group performance, group presentation, written project proposal, written reflection on creative work, and essay. Particularly worthy of note is the use of Artists' Manifestos and Critical Intentions, in which learners outline their creative ideas in a theorised way, demonstrating their grasp of the interface between theory and practice. Throughout the course, an attempt is made to connect practical and critical work, with an understanding of the links between theory and practice evidenced in written work. These contribute to the overall aim of turning graduates into thinking practitioners. This understanding culminates in the work done in the Level 6 practical dissertation and production projects, where learners engage with research through practice, or practice-as-research.

During the Foundation Year, learners will be exposed to a variety of summative and formative assessments whilst developing the academic skills to be a successful learner at university; course content and learning outcomes strongly relate to learners developing their knowledge and understanding of the subjects being studied and assessed.

There are no written examinations on the course.

## Contact Hours

1 unit of credit is the equivalent of 10 notional learning hours. Full time undergraduate students' study 120 credits (1200 hours) per academic year

For a 20-credit module the contact time is delivered as 2 x 3-hour sessions per week. Each week, learners will have 12 hours contact time.

## 7. Programme Regulations

This programme will be subject to the following assessment regulations:

- *Regulations for Taught Degree Programmes (2023)*

## 8. Support for learners

The following systems are in place to support you to be successful with your studies:

- The appointment of a personal tutor to support you through your programme
- A programme handbook and induction at the beginning of your studies
- Library resources, include access to books, journals and databases - many of which are available in electronic format – and support from trained library staff
- Access to Blackboard, our Virtual Learning Environment (VLE), which is accessible via PC, laptop, tablet or mobile device
- Access to the MyBNU portal where you can access all University systems, information and news, record your attendance at sessions, and access your personalised timetable
- Academic Registry staff providing general guidance on University regulations, exams, and other aspects of students and course administration
- Central student services, including teams supporting academic skills development, career success, student finance, accommodation, chaplaincy, disability and counselling
- Support from the Bucks Students' Union, including the Students' Union Advice Centre which offers free and confidential advice on University processes.

## 9. Programme monitoring and review

BNU has a number of ways for monitoring and reviewing the quality of learning and teaching on your programme. You will be able to comment on the content of their programme via the following feedback mechanisms:

- Formal feedback questionnaires and anonymous module 'check-ins'
- Participation in external surveys
- Programme Committees, via appointed student representatives
- Informal feedback to your programme leader

Quality and standards on each programme are assured via the following mechanisms:

- An initial event to approve the programme for delivery
- An annual report submitted by the External Examiner following a process of external moderation of work submitted for assessment
- The Annual Monitoring process, which is overseen by the University's Education Committee
- Review by the relevant PSRB(s)
- Periodic Subject Review events held every five years
- Other sector compliance and review mechanisms

## 10. Internal and external reference points

Design and development of this programme has been informed by the following internal and external reference points:

- The Framework for Higher Education Qualifications (FHEQ)
- The QAA Subject Benchmark Statement – see detailed mapping below
- The BNU Qualifications and Credit Framework
- The BNU Grading Descriptors
- The University Strategy

Mapping of Subject Benchmark Statement and any relevant Apprenticeship Standard to Programme Learning Outcomes

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b>  <b>Subject Knowledge, understanding &amp; abilities</b>																			
Knowledge of forms, practices, techniques, traditions, histories and applications of performance	X	X	X	X	X	X	X	X	X	X	X	X		X	X		X		
Knowledge of the key components of performance and the processes by which it is created, realised, managed, distributed and documented	X	X	X	X	X		X	X	X	X	X			X	X	X	X	X	
Knowledge of critical and theoretical perspectives appropriate to the study of performance	X	X		X	X	X	X	X	X	X				X	X	X		X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
Knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts	X	X	X	X	X	X	X	X	X	X				X	X	X	X		
Knowledge of the role and function of performance in social, educational, community and other participatory settings	X	X	X	X	X	X	X	X	X	X				X	X	X	X		
Understanding of the interplay between critical and creative modes of enquiry within the field of study	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		
Understanding of how to read and interpret texts, media, dance notations	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b>  <b>Subject Knowledge, understanding &amp; abilities</b>																			
and/or scores to create performance																			
Understanding of group and collective processes																			
Understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X
Understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply them	X	X	X	X	X		X	X		X	X		X	X	X	X		X	

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
Knowledge, practices, concepts and skills from other disciplines																			
Understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices		X			X	X	X		X	X	X		X	X	X	X			
<b>Subject-specific skills</b>																			
Engage in the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts,	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
working methods and research paradigms																			
Understand the possibilities for performance implied by a text, media, dance notation or score and, as appropriate, realise these sources through design, technology and performance	X			X	X		X	X		X	X			X	X	X			
Make records of performance using skills and technologies in notation and/or documentation				X	X			X						X		X		X	
Describe, theorise, interpret and evaluate performances and events	X	X		X		X	X	X	X					X	X		X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
Engage in independent research, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance	X	X	X	X	X	X		X	X			X		X	X		X	X	X
Identify the cultural and contextual frameworks of performance	X	X	X	X	X		X	X						X	X		X		
Investigate performance environments to determine the influence of spatial relationships.				X				X		X			X	X		X			
<b>Generic and graduate skills</b>																			

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
Have developed skills in self-management, demonstrating the ability to set goals, manage workloads, work under pressure and meet deadlines			X							X		X	X		X		X	X	X
Be able to assess and manage risk, health and safety and to employ ethical working practices			X		X					X		X	X	X		X		X	
Have developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways	X	X	X	X	X	X	X	X	X	X	X			X	X		X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b> <b>Subject Knowledge, understanding &amp; abilities</b>																			
Be able to work in a group or team and to have the skills needed for the realisation of collaborative project-based work							X		X				X			X			
Have an ability to manage creative, personal and interpersonal issues										X	X		X			X	X		
Have acquired skills in communication and presentation with the ability to articulate and communicate ideas and information in a variety of forms, as appropriate to content	X	X	X	X		X	X		X	X	X		X		X	X	X		
Have developed information skills and be able to critically retrieve	X	X	X	X	X	X		X	X		X				X		X		

Subject Benchmark Statement / Apprenticeship Standard:	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Benchmark / Standard requirement</b>  <b>Subject Knowledge, understanding &amp; abilities</b>																			
information, and to gather, sift, manipulate, synthesise, evaluate and organise material																			
Have an ability to select, employ and adapt digital media and information technologies			X					X		X				X	X				
Be able to use project management skills involving the ability to investigate, organise, curate and realise activities.			X		X					X			X	X		X	X	X	

### Mapping of Programme Learning Outcomes to Modules

Programme Learning Outcome	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
<b>Level 4</b>																			
Actor Training and Theory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X
Acting Techniques 1 & 2	X		X		X		X	X	X	X	X	X	X	X	X	X		X	X
Collaborative Production	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	
Movement For Screen	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X
Performer Training for Stage and Screen	X	X		X	X	X	X	X	X			X		X	X		X		X
Contemporary Issues and Creative Practice					X	X									X	X			
<b>Level 5</b>																			
Acting Techniques 3	X		X		X		X	X		X	X	X		X	X	X	X	X	X
The Body and Performance	X		X		X		X	X	X	X	X	X	X	X		X		X	X

Programme Learning Outcome	Knowledge and understanding (K)				Analysis and Criticality (C)					Application and Practice (P)					Transferable skills and other attributes (T)				
	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
Theatre and Film Production	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	
<b>Level 6</b>																			
Advanced Production	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X
Strategic Professional Practice 1	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Strategic Professional Practice 2		X					X	X				X		X	X	X	X	X	X
Practical Dissertation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Written Dissertation	X	X	X	X	X	X	X	X	X						X	X	X	X	X