Programme Specification

1. Overview / Factual Information

Programme / award title(s)	BA (Hons) Acting for Stage & Screen
Teaching Institution	The University Centre Peterborough (UCP)
Awarding Institution	The Open University (OU)
Date of first OU validation	June 2022
Date of latest OU (re)validation	N/A
Next revalidation	2027
Credit points for the award	360
UCAS Code	W470
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	Dance, Drama & Performance
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Local Enterprise Partnership or equivalent: Cambridgeshire & Peterborough Independent Economic Review.
Professional / statutory recognition	N/A
For apprenticeships fully or partially integrated assessment	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT, PT
Duration of the programme for each mode of study	BA (Hons) Acting for Stage & Screen 3 years in full time mode 4 years in part time mode
Dual accreditation (if applicable)	N/A
Date of production / revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the university and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational Aims and Objectives

The Acting for Stage & Screen programme aims to:

- Provide a comprehensive foundation in performing arts practice, based on QAA benchmarks and professional standards, for students wishing to pursue a career in acting and the performing arts.
- Develop versatile, creative performance practitioners for screen and stage while at the same time fostering the professionalism required in the field.
- Create opportunities for students to investigate and develop interrelationships within and between different areas of the creative and performing arts and foster an interdisciplinary approach to the subject.
- Engage students creatively, practically and intellectually in performance projects, critical reflection and written and oral debate and discussion.
- Actively encourage and support experimentation, exploration, analysis and investigation through interdisciplinary study, enabling the student to develop as an informed, inquisitive and competent performer / practitioner and thinker.
- Cultivate a wide range of interpersonal, communication and problem-solving skills in the student, alongside encouraging systematic understanding of the field, proficiency in critical analysis and fostering the acquisition of transferable skills.
- Enable students to become independent, flexible learners who are responsive and proactive in dealing with future challenges and changes in the field and beyond.
- Meet local, national and international need for skills in performing arts.
- Promote access to further progression within Higher Education, research and professional development.

2.2 Relationship to Other Programmes and Awards
The Acting for Stage and Screen Batchelors Degree sits within a cluster of programmes in Arts and Media including English Literature with Creative Writing, Digital Arts, Media Production and Journalism.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all Exit Awards
- Acting for Stage & Screen, Certificate of Higher Education (Cert HE) upon successful completion of 120 credits at level 4.   - Acting for Stage & Screen, Diploma of Higher Education (DipHE) upon successful completion of 240 credits at levels 4 and 5.   - Acting for Stage & Screen, Ordinary Degree (BA) upon successful completion of 300 credits (60 credits at level 6).

3. Programme structure and learning outcomes

BA (Hons) Acting for Stage and Screen

Programme Structure - Level 4 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is module Compensatable?	Semester Runs In
Performance Skills: Acting Technique	15			Yes	Sem 1
Performance Skills: Actors Voice	15			Yes	Sem 1
Interpreting Live & Recorded Performance	15			Yes	Sem 1
Performance Skills: Movement Masks & Play	15			Yes	Sem 1
20th Century Practitioners	15			Yes	Sem 2
Performance Skills: Introduction to Screen Acting	15			Yes	Sem 2
Directing and Devising	15			Yes	Sem 2
Naturalistic Scripted Performance	15			Yes	Sem 2

Programme Structure - Level 4 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is module Compensatable?	Semester Runs In
Performance Skills: Acting Technique	15			Yes	Y1 Sem 1
Performance Skills: Actors Voice	15			Yes	Y1 Sem 1
Interpreting Live & Recorded Performance	15			Yes	Y1 Sem 1
Performance Skills: Movement, Masks & Play	15			Yes	Y2 Sem 1
20th Century Practitioners	15			Yes	Y1 Sem 2
Performance Skills: Introduction to Screen Acting	15			Yes	Y1 Sem 2
Directing and Devising	15			Yes	Y1 Sem 2
Naturalistic Scripted Performance	15			Yes	Y2 Sem 2

Intended learning outcomes at level 4 are listed below:

Learning Outcomes – Level 4	
3a. Knowledge and Understanding	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
A1 Discuss how artistic theories and cultural contexts influence performance practices. A2 Distinguish and evaluate the different performance possibilities implied by a text. A3 Articulate and assess the different approaches to performance-making. A4 Demonstrate and explain the knowledge required in acting for the camera.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. For the most part knowledge is introduced, contextualised, tested and developed through practical, workshop based, sessions as these help to form connections between knowledge acquisition and practical implementation within an environment reflective of current performing arts' industry and vocational practices. This approach is supplemented and supported through use of flipped classroom and independent strategies, peer review, extensive group discussion and debate. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include essays, portfolios (contents detailed on relevant Module Specifications), oral presentations, reviews, reports, journals, discussion boards, viva voces, group discussions, critical reflections, in both written and oral forms, will all be used as forms of summative and formative assessment. Formative assessment will further be supplemented through the use of discussion boards, online quizzes, extensive group discussion and peer to peer questioning strategies to assess knowledge and understanding and to reinforce areas of crossover from lesson to lesson and module to module.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B1 Develop a range of research and composition skills for structuring and communicating ideas in images, speech and writing. B2 Select and employ a range of theories and concepts to inform creative performance practice. B3 Apply a range of historically and culturally specific performance-making skills to a specific task. B4 Identify effective strategies for collaboration and self-development to promote productivity, inclusivity and self-management.	A broad range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work, problem solving and flipped learning tasks. Cognitive skills are developed in conjunction with, rather than separate to, practical and professional skills to ensure that students not only develop essential skills in areas such as research and the composition of ideas, but also contextualise these skills and embed them naturally into their practical exploration, therefore signposting their relevance to both their academic development and career prospects. Assessment focuses on the coursework submissions, formative class tests and discussions, presentations, group discussions and viva voce. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C1 Demonstrate an integrated repertoire of basic voice, movement and performance techniques. C2 Constructively critique creative work of individuals and ensemble by recognising and assessing performance choices. C3 Employ a basic range of skills required in acting for the camera.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. The main strategy is practical learning through workshops in which students hone the techniques they learn. Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. The assessment of practical / professional skills is principally through practicals such as vocal reels and short films. Self-reflection and peer evaluation constitute an important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferable learning outcomes of this course.
D2 Manage personal workloads efficiently and effectively, meet deadlines and negotiate and pursue goals with others.	Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions.
D3 Work autonomously and think entrepreneurially in terms of securing work.	A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.
D4 Utilise information technology skills appropriately within the field of study.	

Exit Award: Certificate of Higher Education (Cert HE) in Acting for Stage & Screen upon successful completion of a minimum of 120 credits at Level 4

Programme Structure - Level 5 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Performance Skills: Developing Screen Acting and Film Production	15			Yes	Sem 1
Performance Skills: Performing Shakespeare	15			Yes	Sem 1
Performance Skills: Physical Theatre and Ensemble Practice	15			Yes	Sem 1
Writing for Performance	15			Yes	Sem 1
Applied Performance and Employability	15			Yes	Sem 2
Performance Practice as Research	15			Yes	Sem 2
Ensemble Performance	30			No	Sem 2
Programme Structure - Level 5 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Performance Skills: Developing Screen Acting and Film Production	15			Yes	Y2 Sem 1
Performance Skills: Performing Shakespeare	15			Yes	Y2 Sem 1
Performance Skills: Physical Theatre and Ensemble Practice	15			Yes	Y3 Sem 1
Writing for Performance	15			Yes	Y3 Sem 1
Applied Performance and Employability	15			Yes	Y2 Sem 2
Performance Practice as Research	15			Yes	Y2 Sem 2
Ensemble Performance	30			No	Y2 Sem 2

Intended learning outcomes at level 5 are listed below:

Learning Outcomes – Level 5	
3a. Knowledge and Understanding	
Learning Outcomes:	**Learning and Teaching Strategy / Assessment Methods**
A5 Explain and analyse how concepts, theories and contexts influence performance practice. A6 Select, refine and adapt theoretical approaches to performance of a text. A7 Select, examine and evaluate contrasting approaches to making performance. A8 Demonstrate an understanding of the combination of creative and technical skills in acting for the camera.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars, but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. ● Field trips, site visits and surveys and heritage walks. Students will learn key research skills and methods through subject-specific workshops, focussing on how to apply these skills in their own independent research. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include essays and written examinations. In addition, online quizzes will be utilised (to check academic progress at the half-way point of the module). Portfolios (contents detailed on relevant Module Specifications), oral presentations, reviews, reports, discussion boards and critical reflections.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B5 Review, evaluate and expand research and composition skills for structuring and communicating ideas in images, speech and writing. B6 Integrate selected elements from a range of theories and concepts to effectively inform creative performance practice. B7 Critically reflect upon personal strengths, interests and challenges, and develop effective strategies for self-development. B8 Negotiate, propose and implement strategies for collaborative work that promote productivity and inclusivity.	A broad range of teaching and learning strategies are utilised to meet the intellectual learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. Group feedback and peer review constitutes an important part of the strategy to teach cognitive skills. Assessment focuses on the coursework submissions, examinations, class tests and presentations. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C4 Use an integrated repertoire of voice, movement and performance techniques to realise a specific performance. C5 Compare, contrast and critique the creative work of individuals and ensembles to identify the efficacy of particular performance choices. C6 Demonstrate an integrated range of skills in acting for the camera.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. Studio workshops represent the principal way in which professional / practical skills are taught. Testing of the knowledge base is principally through practicals and performances. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice. D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form. D3 Work autonomously and think entrepreneurially in terms of securing work. D4 Utilise information technology skills appropriately within the field of study.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines such as media production and be supported in developing innovative solutions. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.

Exit Award: Diploma of Higher Education (DipHE) in Acting for Stage & Screen upon successful completion of a minimum of 240 credits at Levels 4 and 5.

Programme Structure - Level 6 Full Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Sem 1 & 2
Professional Theatre Performance	30			No	Sem 1
Contemporary Practice	15			Yes	Sem 1
Professional Preparation	15			Yes	Sem 2
Contemporary Performance	30			No	Sem 2
Programme Structure - Level 6 Part Time					
Compulsory Modules	Credit Points	Optional Modules	Credit Points	Is Module Compensatable?	Semester Runs In
Undergraduate Major Project	30			No	Y4 Sem 1 & 2
Professional Theatre Performance	30			No	Y4 Sem 1
Contemporary Practice	15			Yes	Y3 Sem 1
Professional Preparation	15			Yes	Y3 Sem 2
Contemporary Performance	30			No	Y4 Sem 2

Intended learning outcomes at level 6 are listed below:

Learning Outcomes – Level 6	
3a. Knowledge and Understanding	
Learning Outcomes:	**Learning and Teaching Strategy / Assessment Methods**
A9 Engage critically and practically with theatrical traditions, particularly western performance practice relevant to contemporary industry requirements. A10 Apply analytical and critical skills to the evaluation of their own work and to that of other practitioners. A11 Function successfully as an actor in a professional environment, understanding how you might contribute to creative projects, including innovative practice and original ideas. A12 Formulate ways to develop, apply and refine skills required in acting for the camera.	A diverse and dynamic range of teaching and learning strategies are utilised to meet the knowledge-based learning outcomes of this level. These include: ● Traditional methods of lectures supported with seminars but also practical workshops, class discussions, IT resources, case studies and a range of flipped-classroom activities. ● Practicals and R&D workshops. ● Group work and peer reviews. Students will be supported to undertake a major piece of independent research. A broad range of assessment methods are utilised at this level to assess knowledge and understanding. These include essays, reflective group work and performances. In addition, the students will give a presentation to their peers, review (academic papers on a given subject area), write reports and undertake discussion boards, critical reflection and undergraduate major projects.

3b. Cognitive Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
B9 Develop and apply a wide range of critical, analytical and research skills to formulate ideas and arguments in a structured and articulate format. B10 Demonstrate embodied expertise in the acting approaches currently taught through the course, while acknowledging the value of alternative approaches. B11 With increasing independence and discernment, select theories and concepts to effectively inform creative performance practice. B12 Develop and implement focussed self-reflective processes for expanding the productivity and inclusivity of collaborative work.	A broad range of teaching and learning strategies are utilised to meet the intellectual, learning outcomes of this level. Intellectual qualities are developed mainly through lectures, seminars, tutorials, coursework, assignments, experimental work and projects. The programme draws heavily on workshops and performances with peer review to develop intellectual skills. Assessment focuses on the coursework, submissions, presentations performances and showreels. Assessment strategies offer students clear guidance with reference to future development. Self-reflection and peer evaluation constitute an important part of formative assessment.

3c. Practical and Professional Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
C7 Select, refine and apply skills from an integrated repertoire of voice, movement and performance techniques to develop a precise performance role. C8 Apply self-discipline, resourcefulness and creativity to challenges specific to the job of an actor, to related careers and / or post-graduate study. C9 Identify creative and practical problems and investigate them through research, analysis and experimentation both autonomously and in an ensemble. C10 Demonstrate the ability to employ a wide range of integrated skills appropriate to camera acting with confidence and independence.	A diverse and dynamic range of teaching and learning strategies are employed to meet the practical and professional learning outcomes of this level. Performance techniques and approaches are principally taught through research & development workshops, rehearsals and performances. Testing of the knowledge base is principally through coursework assignments, reports and essays. Assessment strategies offer students clear guidance with reference to future developments. Self-reflection and peer evaluation constitute an important part of formative assessment.

3d. Key / Transferable Skills	
Learning Outcomes:	Learning and Teaching Strategy / Assessment Methods
D1 Respond to feedback and criticism and reflect on their own developing knowledge and practice. D2 Work independently and creatively to an industry brief and communicate complex ideas in written and oral form. D3 Adopt a collaborative and problem-solving approach to complex problems.	A diverse and dynamic range of teaching and learning strategies will be utilised to meet the affective and transferrable learning outcomes of this course. Students will be encouraged to adopt a collaborative cross-disciplinary, problem-solving approach to creative and design problems. They will work with students from other disciplines and be supported in developing innovative solutions. A broad range of assessment methods will be utilised in this course to assess affective transferable skills. These include assessment tasks that align more closely with the kinds of tasks that students will be expected to perform in the workplace like reports, briefings and presentations. Self-reflection and peer evaluation constitute an important part of formative assessment.

Exit Award: BA Acting for Stage & Screen Ordinary Degree upon successful completion of 300 credits (60 credits at Level 6).

4. Distinctive Features of the Programme Structure

Where applicable, this section provides details on distinctive features such as:
- Where in the structure above a professional / placement year fits in and how it may affect progression.
- Any restrictions regarding the availability of elective modules.
- Where in the programme structure students must make a choice of pathway / route.

Additional considerations for apprenticeships:

- How the delivery of the academic award fits in with the wider apprenticeship.
- The integration of the 'on the job' and 'off the job' training.
- How the academic award fits within the assessment of the apprenticeship.

The distinctive features of the Acting for Stage & Screen programme are:
- The programme offers a progression route for students with level 3 qualifications including BTEC, A levels and HE access courses.
- The programme supports progression into the performing arts sector and into postgraduate study.
- The programme draws students interested in acting for stage and or screen.

As a University Centre we are the HE wing of an FE College. We therefore have very close links and strong progression from level 3 programmes across both Peterborough and Stamford sites.

Students at the Colleges study Performing Arts (Acting), as well as a range of other performing arts courses such as Dance and Music Technology. We have designed the course to provide progression routes for students on these courses.

The course is designed to appeal to performing arts students especially those looking for a career in theatre and film / TV. The course provides a strong foundation in both stage and screen acting as well as providing the ability for students to specialise in their final year.

The courses are also designed to provide progression routes into the performing arts' industry. We have a range of partner organisations that we work with and regularly consult to provide live brief opportunities for our students but also to consult on course design.

5. Support for Students and Their Learning.
While studying at UCP, students are provided with academic support through a variety of mechanisms. Regular tutorial sessions are built into all courses delivered at UCP to provide students with the opportunity to access specialist support from their lecturers. Sessions provide both group and one to one assessment support for students, allowing them to gain formative feedback on work, discuss their overall performance on the course and address any welfare concerns. Each tutorial scheme has learning partnership as its core theme, with the level 4 tutorial scheme focussing on preparing to study and academic skills, level 5 on developing skills and autonomy and level 6 on progression and transferable skills. Tutors have an open office policy and the HE Managers host a daily student surgery so that concerns can be addressed promptly. UCP also offers an additional Study Excellence programme which students can access if further support is required in developing more generic academic and employability skills. A series of optional lunch-time sessions covers issues such as developing academic writing techniques, undertaking effective academic research to support undergraduate major projects, and forming coherent and well-structured arguments. To further underline the importance that UCP places on the development of these skills, the institution used the revalidation of the ARU provision to introduce a new approach to developing Academic Skills into each year of the revised courses, either as stand-alone modules or through embedding the content into other relevant modules. The module aims to formalise the topics delivered within the Study Excellence programme, providing students with academic credit for completing the modules. Commencing for all new entrants in 2019, modules at level 4 introduce and develop the underpinning skills required for Higher Education study, with each year that follows providing a more contextual focus on the academic skills required in the discipline. An example of a distinct module which has been developed to achieve this is the Academic and Professional Skills for Social Scientists which is a core module for all students on social science degrees. UCP also offers additional English as an Additional Language (EAL) lunchtime sessions for students who need extra help to articulate their ideas effectively. In common with Study Excellence, these sessions are available to any student who wishes to improve their grades; not just those at the lower end of the grade profile. Statistical analysis has evidenced that students who habitually use UCP's EAL support from the start of their studies achieve a higher classification than those who decline the support.

Following a successful trial within the BA (Hons) Psychosocial Studies course, UCP has adopted an approach to offer peer support to students via a Vertical Mentoring Scheme. It was initially identified that mature students were less likely to participate in extracurricular activities due to external commitments, yet extracurricular activities enhance student experience and performance. The Vertical Mentoring Scheme was established to try to improve mature student engagement. Initially, level 6 students mentored level 4 students over lunch times. They were fully trained to scaffold support and provide effective mentoring. Subsequently, alumni mentors took over this role and provided help and guidance to levels 4, 5 and 6. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements. Due to its success, the scheme was introduced into a variety of other undergraduate courses in 2019 and has been formally recognised as an area of focus within the UCP Teaching and Student Outcomes Strategy.

A dedicated Student Support Team ensures that there is easy access to a variety of services which can support students throughout their studies at UCP. The Student Support Officer and Student Advisor ensure that the evolving needs of students in academic, pastoral and professional contexts can be supported. The team, working closely with the Student Officer, provide information and guidance on issues surrounding employability (explained further below), mental health, mitigations and extensions, and financial management, via a range of activities from one to one advice sessions to large scale organised events. Issues surrounding the support of students are carefully considered at a number of institutional committee meetings, with updates and statistical reporting (on elements such as correlations in late submissions, number of extensions etc.) being consistently provided at Student Engagement Learning and Teaching Committee and Academic Board.

To further enhance the institution's interaction with local industry representatives, an Employer and Community Consultative Group was established in March 2019. The group, which evolved from the HE Steering Group, provides crucial input into how the curriculum will develop to ensure that UCP is producing employment-ready students, in subjects with recognised skills gaps in the local and regional economy. Initially chaired by the Chair of the UCP Council, the guidance provided by the group will be heard directly by the senior authority at UCP, ensuring that the voice of employers is carefully considered when planning new courses or initiatives.

6. Criteria for Admission

5 GCSE grade 4/C or above including English and Maths and 88 UCAS points which should be from a related subject in one of the following;
 	
    ● A-levels
    ● BTEC Level 3 National Diploma
    ● IB Diploma
    ● Access to HE
    ● Related work experience.
    ● Overseas qualifications judged to be equivalent to above.
 	
Students will also be required to undertake an audition, however our audition process is designed to be a relaxed, two-way experience; a chance for you to get to know the course, as much as it is a chance for us to get to know you.
 	
Students who do not qualify by any of these qualifications may be offered an interview to discuss equivalent qualifications and previous experience.
We accept A Level General Studies and AS levels when combined with other full qualifications.
 	
If English is not your first language you will require IELTS score of 6.0 or above or an equivalent English Language qualification.

7. Language of Study
English

8. Information About Non-OU Standard Assessment Regulations (Including PSRB Requirements)
N/A

9. For Apprenticeships in England End Point Assessment (EPA).
N/A

10. Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning.
The University Centre Peterborough has 25 years' experience of delivering HE courses. Where the delivery team are not appropriately qualified at the level they will be teaching, they have many years of previous professional experience in their specialist field and some work part time as consultants. Each member of staff has consistently been graded in observations as good or better by the UCP or Peterborough College Quality Department over the last 5 years. The department performs annual inspections for all subjects and also offers personal developmental coaches to improve and maintain teaching and learning standards. In addition, HE Managers at UCP conduct quality walk-ins during each semester to ensure consistent quality of provision. Staff development is available at UCP / Peterborough and Stamford Colleges at least three times a year and staff actively take part in training events (e.g. ethics, scholarly writing and use of new technologies). Each new member of staff at UCP undergoes training and induction by the HE Managers. HE Staff also participate in Learning Teaching and Assessment meetings once a month to share good practice. UCP has a Learning and Teaching lead for Higher Education to oversee the training needs of staff and to mentor and support applications for Higher Education Academy fellowship. All the team attend the annual UCP HE Learning and Teaching Conference which focuses on developing pedagogical skills. In addition, module evaluation surveys are undertaken per semester, however the team regularly ask for feedback on modules in class, via the student rep and at Student Engagement, Learning and Teaching meetings. This way modules can be constantly adapted to student feedback if appropriate.

11. Changes Made to the Programme Since Last (Re)Validation
N/A

Annexe 1 - Curriculum Map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✔) particular programme learning outcomes.

BA (Hons) Acting for Stage & Screen

Level	Study Module / Unit	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
4	Performance Skills: Acting Technique			✔						✔				✔		
	Performance Skills: Actors Voice		✔					✔		✔				✔		
	Interpreting Live & Recorded Performance	✔		✔		✔	✔				✔				✔	✔
	Performance Skills: Music, Masks & Play		✔	✔			✔			✔		✔				
	20th Century Practitioners	✔		✔		✔			✔	✔						✔
	Performance Skills: Introduction to Screen Acting				✔		✔		✔		✔				✔	
	Directing and Devising			✔			✔		✔		✔		✔			
	Naturalistic Scripted Performance		✔					✔		✔				✔		

Level	Study Module / Unit	A5	A6	A7	A8	B5	B6	B7	B8	C4	C5	C6	D1	D2	D3	D4
5	Performance Skills: Developing Screen Acting and				✔			✔		✔		✔		✔		
	Performance Skills: Performing Shakespeare	✔	✔				✔				✔		✔			
	Performance Skills: Physical Theatre and Ensemble Practice			✔			✔			✔				✔		
	Writing for Performance		✔			✔				✔	✔					✔
	Applied Performance and Employability		✔					✔			✔				✔	
	Performance Practice as Research	✔		✔			✔				✔			✔		
	Ensemble Performance		✔						✔	✔	✔			✔		

Level	Study module / unit	A9	A10	A11	A12	B9	B10	B11	B12	C7	C8	C9	C10	D1	D2	D3
6	Undergraduate Major Project	✔	✔			✔						✔			✔	
	Professional Theatre Performance		✔	✔				✔	✔			✔		✔		✔
	Contemporary Practice			✔					✔		✔	✔				✔
	Professional Preparation			✔		✔						✔			✔	
	Contemporary Performance		✔	✔	✔		✔		✔	✔			✔	✔	✔	