



Programme Specification

1	Awarding Institution/Body	Leeds City College
2	Delivery Location(s)	<i>University Centre, Leeds City College Quarry Hill Campus, Leeds City College</i>
3	Programme Externally Accredited by (e.g. PSRB)	<i>N/A</i>
4	Award Title(s)	<i>Foundation Degree Acting</i>
5	FHEQ Level	<i>FHEQ Level 5</i>
6	Bologna Cycle	<i>Short cycle (within or linked to the first cycle) qualifications</i>
7	HECoS Code and Description	<i>W410</i>
8	Mode of Attendance <i>[full-time or part-time]</i>	<i>Full Time</i>
9	Relevant QAA Subject Benchmarking Group(s)	<i>Dance, Drama and Performance 2015 Communication, Media, Film and Cultural Studies 2016</i>
1	Relevant Additional External Reference Points <i>(e.g. National Occupational Standards, PSRB Standards)</i>	National Occupational Standards: 'Performing Arts' Occupations 2013 National Occupational Standards: 'Arts, Media and Publishing' Occupations 2014
1	Date of Approval/ Revision	
1	Criteria for Admission to the Programme <p style="text-align: center;"><u>Foundation Degree Entry Criteria</u></p>	

	Typical offer	Minimum Offer
A Levels:	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
Access to HE Diploma:	Overall pass with 60 credits, with 24 credits to be at a Merit grade in a relevant subject	Overall pass with 60 credits in a relevant subject
GCSE English:	English Language Grade C or above (grade 4 for those sitting their GCSE from 2017 onwards). Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.	
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. <i>*Typically 21 years and over at the start of the course, however younger applicants will be considered subject to experience</i>	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

Additional entry criteria

	Criteria
Interviews / audition:	A successful interview or audition required.

1 Educational Aims of the Programme

The overall aims of the programme are to:

- Provide a challenging, high quality practical acting programme
- Produce industry ready actors able to work across a range of disciplines
- Equip graduates with a wide range of additional performance skills, such as directing, writing and workshop leading
- Deliver a wide range of professional acting skills relevant to the contemporary industry, including emerging digital technologies
- Instil an interdisciplinary approach to acting by collaborating with other creative disciplines on internal and external projects
- Maximise opportunities for industry engagement to enable graduates to find and create work
- Contextualise acting within the wider social and cultural environment
- Produce new and innovative work, with the potential to produce tomorrow's great practitioners
- Produce actors with skills that reflect the needs of the local region
- Produce employable graduates by developing transferable skills such as communication, teamwork, project management, and enterprise

14	Learning Outcomes	
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:	
	Knowledge and Understanding	
	K1	Apply and interpret evidence from acting theory and working practices
	K2	Critically analyse a variety of acting ideas, contexts and working practices
Cognitive/Intellectual Skills		
C1	Adopt theories and issues to inform acting processes	
15	C2	Employ balanced, logical and supported argument to critically explore acting practice
	C3	Demonstrate intellectual flexibility and openness to new ideas and approaches to acting
	C4	Identify key problems within acting and select appropriate specialist methodologies for their resolution
	Practical/Professional Skills	
	P1	Interpret texts by skilfully using and adapting a range of acting approaches
	P2	Act with increasing autonomy, with reduced need for supervision
	P3	Experiment using specialist acting techniques suitable for a range of professional contexts and digital technologies
	P4	Use specialist acting techniques and methodologies to a professional standard
	Key Transferable Skills (<i>insert additional rows as necessary</i>)	
	T1	Reflect systematically on performance to further learning
	T2	Identify employability skills that reflect career aspirations and personal aptitudes
	T3	Select and use a range of communication methods appropriate to the context
	T4	Use a range of appropriate specialist software
	T5	Adopt a range of roles within a team and contribute to the effective working of the team
	15	Key Learning & Teaching Strategy and Methods
<p>This course is practical, and the teaching and assessment is structured to reflect this. The purpose of this programme is equip graduates with the practical and professional skills to enable them to succeed in the industry and build a sustainable practice in a constantly evolving industry.</p> <p>To develop the actor's skills and the graduate's critical relationship with their practice there are many 'Performance' assessments. The format of these changes throughout the programme, from performances in the studio to peer groups, main stage performances, panels of professionals, on film, in an audition scenario and so forth to give the student real experiences of performance in a range of contexts. These practical assessments are contextualised by the module's other assessment in the form as a reflection, logbook, statement or presentation. This is to develop</p>		

the students' understanding of their practice as an actor, and to understand the impact of the acting decisions that they make.

To reflect the practical nature of the programme the majority of the extended delivery hours will be within the 'Actor's Toolbox' module to develop the students' skills, which can then be applied to the other modules. For example, the training delivered in 'Actor's Toolbox 1' will inform the 'Identity' module in which those skills are applied to create a devised piece. This relationship of skills and application repeats throughout the programme. 'Actor's Toolbox 2' will provide the historical acting techniques to underpin the work produced in 'The History of Theatre (A Practical Exploration)', and 'Actor's Toolbox 3' will inform 'Contemporary Acting'. Throughout the 'Actor's Toolbox' modules, there will be a carousel of lecturers to deliver the specialist techniques drawing from staff expertise within the department, and the use of external practitioners and visiting lecturers.

The nature of the course is designed to encourage students to take ownership of their professional acting practice and creative identity. Students work on a combination of self-initiated projects and work with external partners to work in a non-simulated culture engaging with the creative community and embedding a professional ethos within them whilst on the programme. This collaborative and real world approach to acting will support students' progression into professional practice or further study beyond the course.

Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of regular studio critiques, where students are able to give and receive peer feedback. Contextual studies will be taught in a range of lectures and seminars to explore the key themes and ideas. To support autonomous study in these areas students will be given a personal supervisor to provide guidance through the modules. The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout the programme modules.

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Projects are sequenced to support the student to act with increasing levels of autonomy to interpret texts, and devise new work.

Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within acting modules to ensure student engagement, and to teach the transferrable skills in a way that is purposeful for the students training as an actor. This is manifest in the exploration of self within 'Identity' and 'What is Acting?' modules that form the basis of the first semester of study. Within these modules, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences.

'Actor Development' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Acting skills will be contextualised within to the contemporary industry within the modules, 'Actor Development', 'Contemporary Acting', and 'Actor's Toolbox' 'Performance' and 'Professional Engagement'.

	<p>Work related learning opportunities are at the core of the FD Acting programme. The course content is developed in such a way as to change student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. For this to be successful, the teaching of these core ideas and values within a classroom setting needs to be coupled with direct experience of the creative field. This will be achieved through our strong local links with institutions such as Leeds Playhouse, The Grand Theatre, Paper Birds Theatre Company and Frantic Assembly who are central to the industry within the region. The manager of the Enterprise Team, has a background in theatre management starting off as Theatre Manager at the New Vic, Stoke on Trent (the first purpose-built Theatre-in-the-round) and moving on to fulfil the same role at West Yorkshire Playhouse and will support students professional development and industry network.</p> <p>The college supports online learning by providing all HE students with Chromebooks to support the use of Google throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.</p>
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Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical performative assessments to reflect the vocational nature of the programme and the students' specialisms. To prepare students for industry the performances occur in a range of contexts, from studio performances to peers, to industry panels, in audition scenarios and so forth. This reflects the breadth of situations that they may encounter in professional life beyond the course, and expands their understanding of the work involved in being an actor.

Several of the assessments require students to engage with a wider audience whether that be through an event, public performance, or online. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network.

There are many assessments that focus on contextualising practice, and reflecting on personal performance. These assessments are constructed to develop students as actors, and to support a reflective developmental practice beyond the course. Students will produce logbooks, statements and reflections to contextualise their practice to build a critical relationship with their work.

There is one formal piece of academic writing per year, and this will prepare students for further study. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing.

The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at Leeds City College, and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The programme will use a variety of formative assessment methods. Tutor, peer and self-assessment will be used throughout the programme to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.

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Programme Modules

Level 4						
Code	Title	Credits	Core/ Option	Non- Compensa table	Compensata ble	Variance
	Actor's Toolbox 1	20	Core		Yes	
	Actor's Toolbox 2	20	Core		Yes	
	What is Acting?	20	Core		Yes	
	Identity	20	Option		Yes	
	The History of Theatre (A Practical Investigation)	20	Option		Yes	
	Actor Development	20	Core		Yes	
Level 5						
Code	Title	Credits	Core/ Option	Non- Compensa table	Compensata ble	Variance
	Actor Toolbox 3	20	Core		Yes	
	Contemporary Acting	20	Option		Yes	
	Performance	40	Core	Yes		
	Professional Engagement	20	Core		Yes	
	Theatre for Contemporary Audiences	20	Option		Yes	

1 Programme Structure

Level 4: In The Beginning

Level 4 modules:

1. Actor's Toolbox 1
2. Actor's Toolbox 2
3. Identity
4. What is Acting?
5. Actor Development
6. History of Theatre (A Practical Exploration)

The purpose of Level 4 is to provide a solid foundation of practical skills, critical and historical awareness, and introduce the acting industry. During Level 4, students will gain intrinsic practical skills and develop creative methodologies for theatre and acting. Level 4 introduces students to fundamental acting principles, ideas and methodologies, and supports their transition into Higher Education.

The 'Actor's Toolbox' modules develop the students' key acting techniques in a range of disciplines, including Voice, Dance, Singing and Stage Combat, the techniques learnt within these modules will inform the work produced throughout the programme. Throughout the Foundation Degree programme, these techniques will step up. In 'Actor's Toolbox 1', students will learn the foundation techniques on which to build the rest of their practice. 'Actor's Toolbox 2' develops these core techniques by introducing more specialist methodologies and acting processes. 'Actor's Toolbox 3', at Level 5, then supports the students' development as artists, instilling devising, improvisation and interpretative skills within the cohort.

'Actor's Toolbox' also supports the students' wellbeing throughout their training, for example, 'Actor's Toolbox 1' includes Alexander Technique and Wu Style Tai Chi, which can be used throughout their acting career. Throughout these technique modules, students will be encouraged to think about contemporary acting practices in a professional context by continually focussing on the use of methods within the industry and not just in the classroom. The techniques being delivered within the 'Actor's Toolbox' modules have been developed with stakeholders to reflect the needs of contemporary practice. Core Leeds City College staff, and specialist visiting lecturers and practitioners will deliver these modules.

Within the 'What is Acting?' module, the students will understand the importance of a sense of self as a professional performer. They will explore what it is to be an actor, and begin to underpin their practice critically through the introduction of canonical acting theories, concepts and ideas. Students will consider what acting is, and how their histories and experiences can inform their work and characterisation.

Students will apply the concepts of self and art through the 'Identity' module; this module requires them to produce an act of theatre that reflects their experiences, histories, ethology and personal attributes. This practical module is the first time that the students will perform to an audience. During semester two, their sense of 'self' will be challenged and galvanised through the study of key practitioners and historical acting methodologies in 'The History of Theatre (A Practical Exploration)' as they explore the application of 'self' to contexts beyond their personal experience.

'The History of Theatre (A Practical Exploration)' requires students to engage practically with a range of key historical texts and periods. They will encounter a range of genres

and acquire the necessary skills, and acting methodologies to work within these contexts. This module functions both to advance their understanding of the history of acting, while also allowing them to develop the skills to audition for roles that require the use of specific historical techniques.

Through the 'Actor Development' module, students will consider their career trajectory and personal development by auditing their skills in response their career aspirations, and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional actor to gain a greater understanding of the working practices of a professional actor.

Level 5: The Future of Acting

Level 5 modules:

1. Actor Toolbox 3
2. Contemporary Acting
3. Performance
4. Theatre for Contemporary Audiences
5. Professional Engagement

Level 5 builds upon foundation skills and knowledge, focussing on a deeper development of practical skills, acting methodologies, and the student's artistry and creativity. This year introduces them to their first forty-credit module 'Performance', this year long module will provide the opportunity for them to perform in a range of contexts, including a main stage production, and their own devised and directed work. It is within this module that students can combine the skills that they have been developing on the course so far and fully engage with the core principles of acting and live art production. During the 'Performance' module students will act in several performances including creating an original piece of live art in response to a client brief, and to rehearse and perform an acting role in a large scale, commercial performance.

The 'Contemporary Acting' module is key to the programme, and to the potential employment opportunities of the students in Leeds, and has been created in response to a changing industry. Leeds is becoming a Media and Digital hub, and this module is responsive to this change within the city, the changing expectations of the actor's abilities, and to provide interdisciplinary collaborative opportunities within the wider Creative Arts department. During this module students will engage with the practical skills and performance methodologies associated with TV, Film, Radio, Voice Over, Web Series, CGI and VR Acting.

The Professional Engagement module equips the student with the enterprising and employability skills to find work as a self-employed professional performer, and build a sustainable career. The module will prepare them for the complexities of promotion and social media by encouraging engagement with local and global acting networks using their communication, interpersonal and networking skills. The content of this module will cover many facets of the actor's professional life including self-promotion, creating professional show reels, CV writing, tax and National Insurance, professional portfolios and business management.

Level 5 is underpinned by the academic module 'Theatre for Contemporary Audiences', where students will engage with the increasing prevalence of the contextualisation of historical texts for a contemporary audience. This module will draw on historical texts

and critically examine the success of their adaptation for a contemporary audience, and the role that digital technologies have in facilitating their reimagining.

Timetable for Full Time Course

L4

Semester 1	Actor's Toolbox 1 (20 Credits) 1. Performance (40%) 2. Video Reflection (60%)	Identity (20 Credits) 1. Performance (70%) 2. Report (30%)	What is Acting? (20 Credits) 1. Essay (50%) 2. Presentation (50%)
Semester 2	Actor Toolbox 2 (20 Credits) 1. Performance (60%) 2. Statement (40%)	The History of Theatre (A Practical Exploration) (20 Credits) 1. Performance (60%) 2. Logbook (40%)	Actor Development (20 Credits) 1. Presentation (50%) 2. Skills Audit (50%)

L5

Semester 1	Actor Toolbox 3 (20 Credits) 1. Performance 60% 2. Logbook 40%	Contemporary Acting (20 Credits) 1. Digital products (70%) 2. Written reflection (30%)	Performance (40 Credits) 1. Performances (70%) 2. Rehearsal log (30%)	Theatre for Contemporary Audiences (20 Credits) 1. Essay (60%) 2. Presentation (40%)
Semester 2	Professional Engagement (20 Credits) 1. 5 year professional plan (40%) 2. Portfolio (60%)			

1 Apprenticeships

N/A

2 Support for Students and Their Learning

The award adopts the approach to student learning support as identified below:

- Programme underpinned by mindfulness and wellbeing through 'Actor's Toolbox 1'
- Fitness training to support physical elements of the programme
- Extended teaching hours to support students' skills and technique development
- Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community
- Visiting lecturers to support breadth of techniques delivered
- Student welfare and support from HEDO
- Extended pastoral support in Level 4 (2 hours per week) to support students transition to higher education
- Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms
- All students receive a device to support them with their studies
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- There is an extensive range of learning resources in the HE Library, supported by specialist staff who provide bespoke study skills sessions for students

2 Distinctive Features

The Acting programme's primary aim is to prepare students with the necessary skills to work as a professional actor by allowing them the time to practice and hone these skills in a safe and supportive environment. This programme aims to produce graduates with excellent acting skills alongside advancing their creativity and artistry in devising their own work. The extended delivery hours give them time to acquire the broad range of acting and performance skills required to become a professional practitioner.

Through strong industry links, students are encouraged to build a portfolio of work experience placements whilst on the programme as they arise. These may include traditional stage opportunities, such as working with theatres, to shadowing touring companies, working with the NHS to produce training videos, and collaborating with local companies as supporting artists, and working with agents. By engaging with these opportunities during the programme students will develop a meaningful Actors CV in order to support them to become professional practitioners.

Responding to feedback from industry the focus of the course responds to the student's identity by developing a sense of 'self' as an actor, which is distinctive amongst other offers, and important to the contemporary actor. Unlike other acting programmes this enables the student to develop their own acting style.

The programme delivers extended skills linked to professional performance, and trains actors to be multi-skilled in response to the evolving industry. Employers demand that actors have a range of performance skills and this is reflected in the content of the 'Actor's Toolbox' module which includes dance, voice, singing, script writing, circus, improvisation and well-being disciplines such as The Alexander Technique and Wu Style Tai Chi.

The programme is structured to enable students to find their place in the historical context of theatre work and the future skills demanded for digital media. The practical exploration of past and future of acting techniques equip the student with the skills to work in all genres of professional acting.

The programme concludes with a comprehensive guide to finding work and operating as a professional self-employed actor to ensure all students not only possess the practical skills to work as an actor but the transferrable skills to work as a self-employed practitioner.

The students will enjoy state of the art facilities at our brand new purpose built studios and theatre in Leeds's Cultural Quarter, situated next door to Leeds Playhouse, Red Ladder, Yorkshire Dance, Northern Ballet and Phoenix Dance. The programme benefits greatly from associations with these companies, which will provide students with experiences and opportunities, and develop their professional network to support them on graduation.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Apply and interpret evidence from acting theory and working practices	Identify theories and practices pertinent to acting
K2	Critically analyse a variety of acting ideas, contexts and working practices	Describe a variety of ideas, contexts and working practices
C1	Adopt theories and issues to inform acting processes	Apply relevant theories to acting practice
C2	Employ balanced, logical and supported argument to critically explore acting practice	Employ supported argument to explore facets of acting practice
C3	Demonstrate intellectual flexibility and openness to new ideas and approaches to acting	Demonstrate openness to new ideas within approaches to acting projects
C4	Identify key problems within acting and select appropriate specialist methodologies for their resolution	Select appropriate methodologies for the resolution of problems in an acting context
No.	Programme Outcome	Stage/Level 4(1)
P1	Interpret texts by skilfully using and adapting a range of acting approaches	Ethically apply a range of acting approaches
P2	Act with increasing autonomy, with reduced need for supervision	Act with limited autonomy, with reducing need for supervision
P3	Experiment using specialist acting techniques suitable for a range of professional contexts and digital technologies	Evidence a developmental approach using acting techniques and methodologies
P4	Use specialist acting techniques and methodologies to a professional standard	Fulfil creative briefs by using acting techniques and methodologies
T1	Reflect systematically on performance to further learning	Reflect on performance to further develop learning

T2	Identify employability skills that reflect career aspirations and personal aptitudes	Identify career aspirations, personal aptitudes, interests and motivations
T3	Select and use a range of communication methods appropriate to the context	Select and use a range of communication methods
T4	Use a range of appropriate specialist software	Use a range of appropriate software
T5	Adopt a range of roles within a team and contribute to the effective working of the team	Adopt a role within a team and contribute to the working of the team

Map of Outcomes to Modules

Module Titles	Outcome Key														
	K1	K2	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
LEVEL 4															
Actor's Toolbox 1			X				X			X	X				X
Actor's Toolbox 2			X				X		X			X			
What is Acting?	X			X									X	X	
Identity		X			X	X	X	X			X				
The History of Theatre (A practical investigation)		X			X			X	X	X					X
Actor Development	X			X		X						X	X	X	
Module Titles	K1	K2	C1	C2	C3	C4	P1	P2	P3	P4	T1	T2	T3	T4	T5
LEVEL 5															
Actor Toolbox 3				X	X		X	X			X				
Contemporary Acting					X				X		x			X	X
Performance	X	X	X			X	X	X	X	X		X	X		X
Professional Engagement		X				X				X		X	X		
Theatre for Contemporary Audiences		X	X	X										X	

Map of Teaching and Learning Methods

Level 4

Module Titles	Methods							
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practical	Group activities	Guest speakers	Independent / Learning
Actor's Toolbox 1		x		x	x	x	x	
Actor's Toolbox 2		x		x	x	x	x	
What is Acting?	x		x				x	x
Identity	x	x	x	x	x			
Actor Development	x		x				x	x
History of Theatre (A Practical Exploration)			x	x	x	x	x	x

Level 5

Module Titles	Methods							
	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills workshops	Practical	Group activities	Guest speakers	Independent / Learning
Actor's Toolbox 3		x		x	x	x	x	
Contemporary Acting Performance	x	x	x		x	x		x
Theatre for Contemporary Audiences	x		x			x	x	
Professional Engagement	x		x				x	x

Map of Assessment Methods

Level 4

Module Titles	Methods							
	Essay/Report	Performance	Case study	Presentation	Video Reflection	Log-book	Skills Audit	Statement
Actor's Toolbox 1		50% (= 1500 words) Wk 11			50% (=1500 words) Wk 15			
Actor's Toolbox 2		50% (= 1500 words) Wk 27						50% 1500 words Wk 28
What is Acting?	50% 1500 words Wk 7			50% (10 minutes) Wk 12				
Identity	30% 900 words Wk 14	70% (=2100 words) Wk 13						
Actor Development			50% 1500 words Wk 20				50% (=1500 words) Wk 26	
History of Theatre (A Practical Exploration)		60% (=1800 words) Wk 29				40% (=1200 words) Wk 30		

Level 5

Module Titles	Essay	Performance	Digital outcomes	Presentation	5 year professional plan	Log book/Rehearsal log	Portfolio	Reflection
Actor Toolbox 3		60% (=2400 words) Wk 12				40% (=1600 words) Wk 13		
Contemporary Acting			70% (=2800 words) Wk 14					30% 1200 words Wk 15
Performance		70% (=5600 words) Wk 29				30% 2400 words Wk 30		
Theatre for Contemporary Audiences	60% (2400 words) Wk 10			40% 15 mins Wk 11				
Professional Engagement					40% (=1600 words) Wk 25		60% (=2400 words) Wk 26	