

Rose Bruford College
of Theatre & Performance

Master of Arts
Ensemble Theatre

Programme Specification
30 April 2010

(Updated August 2015)

Rose Bruford College of Theatre & Performance Post Graduate Programme Specification

What are programme specifications? Information for students.

Programme specifications focus on single programmes of study (or courses), and outline the intended knowledge, understanding, skills and attributes of a student completing that course. A programme specification also gives details of teaching and assessment methods as well as linking the course to the framework for Higher Education qualifications and any subsequent professional qualification and career path.

The University of Manchester validates the Masters Programmes taught at Rose Bruford College and as part of the validation process, the College is required to produce approved programme specifications for the courses that it offers.

Programme specifications form one part of a set of different types of documents about a programme and its components, which include prospectus, programme handbook, module specifications and information on websites. The Programme Specification is published on the College's website.

There may be concern that 'specifying' what a student will have learnt at the end of the course or programme might inhibit innovation within that course. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of the types of things students might be expected to learn and the types of skills and abilities they might be expected to gain.

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1. GENERAL INFORMATION

Award	Programme Title	Duration	Mode of study
MA	Ensemble Theatre	13 months	Full Time Entry: September
PG Diploma	Ensemble Theatre (exit award only)	10 months	Full Time Entry: September

Institution	Rose Bruford College
School	Performance
Awarding Institution	University of Manchester
External Examiner	Teresa Brayshaw Academic Leader and Principal Lecturer in Performing Arts. Leeds Beckett University
Programme Accreditation	Drama UK – Hallmark Programme
Relevant QAA benchmark(s)	N/A

2. AIMS OF THE PROGRAMME

The MA in Ensemble Theatre has been designed as a multidisciplinary programme of study that will offer students and practitioners from a range of backgrounds, (in both performance and technical disciplines), the opportunity to focus their developing practice towards creating ensemble theatre. It has been designed specifically to be flexible enough to encompass the range of theatre disciplines whilst at the same time maintaining the rigorous, practical and academic approach to study that should be expected of students at Level 7.

The programme aims to:

01.	give graduates in theatre or performance subjects who have extensive practical experience the opportunity to study at an advanced level within the framework of a professional theatre school and within the context of an ensemble company;
02.	provide a range of study modes, and the opportunity to develop and apply skills in analysis and research, for mature students who may be already committed to a variety of professional working situations;
03.	enable people with a professional theatre background, both graduates and those with equivalent professional qualifications, to consolidate their experience and develop their future careers by formal study at an advanced level;
04.	enable mature students, particularly those considering a career shift, to complement their professional experience with advanced study of other aspects of theatre.

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3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)

A. Knowledge & Understanding	
Students completing the MA in Ensemble Theatre should be able to demonstrate:	
A1	a systematic academic understanding and a critical awareness of current and developing trends in ensemble theatre and the ability to analyse contemporary production processes and ensemble performance practice;
A2	conceptual understanding of the dramatic, artistic, social and cultural setting in which the practitioner works through critical evaluation of current scholarship;
A3	a comprehensive understanding of a range of theatre techniques and their application in the context of producing theatre for young audiences appropriate to the student's discipline.



Learning & Teaching Processes (to allow students to achieve intended learning outcomes)
Teaching and learning methods will include practical classes, seminars, workshops, projects (involving rehearsal and performance), presentations, and tutorials; together with required and recommended reading, observation of live performance, participation in external workshops, placements, and access to a variety of research sources and materials.

Assessment (of intended learning outcomes)
Assessment through tutorial feedback on research, individual and collaborative presentations and projects and through written critical reflection.

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B. Intellectual Skills	
Students completing the MA in Ensemble Theatre should be able to:	
B1	demonstrate independence, critical judgement and initiative in extending their own learning
B2	evaluate practice, (both their own and that of others), through appropriate methodologies of research and reflection that allow for critique and development of that practice
B3	develop and contextualise the skills and knowledge that they bring to the programme within appropriate range of frameworks of knowledge, practice and research;
B4	develop research strategies applicable to the area of study.



Learning & Teaching Processes
Teaching and learning methods will include core elements in each taught module; supervised projects and placements; reflective group seminars and individual tutorials.

Assessment
Assessment takes place through examination of performance and written work and through tutorial feedback on individual and collaborative presentations and projects and through written critical reflection.

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C. Practical Skills	
Students completing the MA in Ensemble Theatre should be able to:	
c1.	demonstrate a comprehensive range of techniques applicable to their discipline within the context of ensemble;
c2.	manage the complexities of theatre-making systematically and creatively;
c3.	demonstrate flexibility and originality in the application of knowledge in the practice of ensemble theatre and a practical approach to the research necessary to underpin and interpret that practice;
c4.	articulate their practice clearly to a variety of audiences at an advanced level.



Learning & Teaching Processes
Teaching and learning methods will include practical classes, short and extended workshops, master classes, placements, rehearsal, performance and reflection.

Assessment
Assessment takes place through examination of performance and written work and through tutorial feedback on individual and collaborative presentations and projects and through written critical reflection.

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D. Transferable Skills and Personal Qualities	
Students completing the MA in Ensemble Theatre should be able to demonstrate::	
D1.	formulate a comprehensive response to a designated assignment;
D2.	undertake relevant research and deploy appropriate supporting evidence;
D3.	develop scholarly modes of presentation in written analysis and applied research involving cross media strategies and in approaches to referencing and bibliography;
D4.	negotiate with a number of people in order to maximise their several skills within a collaborative context;
D5.	act independently and to make decisions within situations of uncertainty and ambiguity.



Learning & Teaching Processes
Teaching and learning methods include core elements in each taught module; supervised individual and collaborative projects; reflective seminars and tutorials with supervisors.

Assessment
Assessment takes place through examination of performance and written work and through tutorial feedback on individual and collaborative presentations and projects.

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4. THE STRUCTURE OF THE PROGRAMME(S)

Programme structure and credits		Credits
ENS701	Module 1: Context and Models of Ensemble Theatre	30
ENS702	Module 2: Contemporary Ensemble Practice	30
ENS703	Module 3: Specialist Practice 1	30
ENS704	Module 4: Specialist Practice 2	30
ENS705	Module 5: Research and Final Project	60

5. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT (in order to deliver the intended learning outcomes, including dissertation support and guidance)

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

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- Peer learning and mentoring, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Welfare advice and counselling is available to all students.
- A Specialist Support and Equality Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction, and receive both targeted and on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

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6. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

Module Title and Code (including dissertations and other programme components)			Knowledge & Understanding			Intellectual Skills				Practical Skills				Transferable Skills & Personal Qualities				
Code	Course Unit title	C/O	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
ENS701	Module 1: Context and Models of Ensemble Theatre	C	DA	DA	D	DA	DA	D	D	DA	D	DA	DA	DA	DA	D	D	D
ENS702	Module 2: Contemporary Ensemble Practice	C	DA	D	DA	D	DA	DA	D	D	DA	DA	D	DA	D	DA	DA	D
ENS703	Module 3: Specialist Practice 1	C	D	D	DA	DA	DA	DA	DA	DA	DA	DA	D	DA	D	D	DA	DA
ENS704	Module 4: Specialist Practice 2	C	DA	D	DA	DA	DA	DA	DA	DA	DA	DA	DA	A	DA	DA	D	DA
ENS705	Module 5: Research and Final Project	C	A	A	A	DA	DA	DA	DA	A	A	A	A	A	DA	DA	DA	DA

D = intended learning outcomes of the programme are taught or developed by students within this course unit

A = intended learning outcomes of the programme are assessed within this course unit

C = compulsory course unit

O = optional course unit

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7. CRITERIA FOR ADMISSION

Entry qualification typically requires candidates to possess a good first degree (2.1) in a related discipline or appropriate professional experience.

Candidates will normally be required to attend an audition and interview before acceptance onto the programme. Where this is not possible (for example with international students) candidates will be asked to submit a portfolio of work which might include, for example, appropriate audio/visual material.

Overseas students for whom English is not their first language are expected to have passed IELTS with a 7.0 or above or TOEFL with 600 or above (paper-based) or 250 (paper-based).

Potential students can find information about the programme via the College Web site and the published (hard copy) Prospectus.

Entry onto the programme is by direct application to the College and enquiries, applications and auditions are handled by the Programme Administrator and the College's Registry.

8. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the University of Manchester Post Graduate Taught Regulations.

9. PROGRAMME MODIFICATIONS

The programme is regularly reviewed through the College's annual programme monitoring process. As part of this process, the Programme Committee receives feedback from students, external examiners and academic staff. Recommendations for any revisions to the programme can be discussed as part of this annual monitoring process.

Any proposed modifications by the programme team should be discussed with the Head of School and Director of Learning, Teaching & Curriculum Development. They should then be sent for consideration by the relevant External Examiner. The proposed modifications, together with the completed proforma, will then be sent to the Learning, Quality & Standards Committee and then on to the University of Manchester for approval.

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