

Rose Bruford College
of Theatre & Performance

School of
Performance

MFA
Theatre for Young Audiences

Programme Specification
April 2018

Programme Specification for MFA Theatre for Young Audiences

The following information for students, adapted from QAA guidance to students in understanding programmes, prefaces all Rose Bruford College programme specifications.

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.

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.

The College norm is to address the student directly and in all programme and module specifications, the second person is used

Award	Programme Title	Duration	Mode of study
MFA	Theatre for Young Audiences	2 years	FT
PGDip	Theatre for Young Audiences	9 months	FT

Institution	Rose Bruford College
School	School of Performance
Awarding Institution	Rose Bruford College
External Examiner	TBC
Programme Accreditation	
Relevant QAA benchmark(s)	NA

2. Aims of the Programme

This practice based programme is designed to prepare students for creating and performing theatre for, by and with children and young people. Beginning with an exploration of the skills and approaches to making and facilitating theatre processes for young audiences from a range of ages and backgrounds, it then applies those skills in the development of work for specific audience groups, allowing students to identify and pursue specialisms within the broader TYA field.

Central to the programme's ethos is the development of the ability to respond to the needs and perspectives of young people; posing questions about, how, why and where we make theatre. The course introduces students to a range of audiences, from early years, to teenagers, including the chance to look at inclusive arts practice and TYA models that engage those with profound and multiple learning disabilities.

The course focuses on live performance, but with an understanding that this may include the use of digital technologies and multi-media where appropriate. Central to its ethos is the exploration and development of approaches to the creation and devising of performance that respond to audience, place and space, with the ambition of creating an outwardly facing theatre-artist, ready to take their place as citizens and active participants in cultural life.

The research imperative is embedded within the practical element of the programme from the outset; indeed, the interaction between practice and research is a core characteristic shared by all postgraduate programmes at Rose Bruford College. Practical work is informed by contemporary academic thinking and robust theoretical underpinning, balanced by the need to remain relevant to professional models of artistic practice. The programme is directed towards those who want to explore interdisciplinary theatre-making and performance in the context of, and in dialogue with, scholarly research and enquiry.

3. Programme intended learning outcomes

Upon successful completion of the MA Actor-Musicianship you will be assessed to the extent that you:

LO1 Apply a range of interdisciplinary skills and effective methodologies that enable you to work effectively and productively as a performer and maker of theatre for, by and with children and young people.

LO2 Combine and utilise the insights, practices and knowledge you have developed within the programme across a wide range of professional activities.

LO3 Articulate and create practice that reflects, embodies and embraces complex social, political, and cultural values and perspectives.

LO4 Undertake independent and effective interdisciplinary theatre-making and rehearsal techniques to a professional level.

LO5 Demonstrate an effective and original writing and research practice that complements and enriches your work and practice.

LO6 Implement a range of technical skills and competencies which enable you to articulate, structure and present your ideas and practice at a professionally viable level.

LO7 Identify and develop an area of personal specialised performance related practice.

LO8 Employ your skills and knowledge as a theatre practitioner to be an effective agent for professional theatre making or artistic enterprise, directed at children and young people.

LO9 Develop skills to effectively identify and target research across diverse fields of knowledge and practice, and synthesise and assimilate elements with your own vision and to create viable models of personal practice and expertise.

LO10 Create complex coherent professional models of practice.

4. Learning and teaching

With a commitment to experiential, holistic learning and teaching, the programme is designed to develop working methods that encourage collaboration, creativity, responsibility for learning, critical reflection, self-evaluation and team work. You are expected to play an active part in determining and shaping your independent learning individually as well as learning through being a member of the ensemble.

Learning

Learning is supported by: workshops, rehearsals, performances, performative writing, online resources (including use of the College VLE), library resources, student-led presentations, lectures, seminars, self-directed study, progress reviews, group and individual tutorials, feedback tutorials, screenings, discussions, teamwork, exercises, information gathering/research and enquiry, visiting speakers, critical reflection and

work based learning.

Teaching

Classes, workshops and lectures will be conducted by senior academic and practitioner members of College staff and a range of external experienced expert and recognised specialists in both academic and practice fields

5. The structure of the programme

Postgraduate Diploma				
Provisional module code	Module title	Credits	ETCs	Study hours
MATYA 701	Approaches to Performance: making theatre for, by and with children and young people.	30	15	300
MA 702	Performative Writing/Vade Mecum	30	15	300
MATYA 703	Theatre for Young Audiences in Performance	60	30	600
		120	60	1200

Master of Fine Arts				
Provisional module code	Module title	Credits	ETCs	Study hours
MATYA701	Approaches to Performance: making theatre for, by and with children and young people.	30	15	300
MA 702	Performative Writing/Vade Mecum	30	15	300
MATYA 703	Theatre for Young Audiences in Performance	60	30	600
MFA 704	The Widening Field	60	30	600
MA 700	Final Independent Project	60	30	600
		240	120	2400

6. Student induction, support and development

The experience the subject team members have gained in teaching postgraduate students has informed the support systems which have been instituted to assist you and other postgraduate students through your studies.

An induction event is arranged at the Sidcup campus at the beginning of the academic year at which you are introduced to the teaching team and to the campus and to the librarian and VLE Development Manager. A follow-up session will take place in the MA teaching space.

The Programme Director has responsibility for leading the programme and for your academic and professional development with the support of a Programme Administrator. You will be encouraged to discuss module-related issues with your module co-ordinator.

At the start of the academic year, you will be introduced to the VLE where you can find a course outline and appropriate module specifications and briefs. The module specifications detail the syllabus, teaching and learning arrangements, assessment requirements with clearly articulated assessment criteria, and provide an appropriate bibliography.

Student representation from the MFA Programme will be sought in order to participate in a number of appropriate committees, ranging from Programme Committees to the School Board and various other College-wide panels and committees.

The services available within the College's Student Services include general, health and financial advice, accommodation options, counselling, study abroad programmes and a range of support for disabled students.

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. (You are contacted at the admissions stage and invited to disclose any disabilities/medical conditions);
- Dyslexia and general study 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 ongoing 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 online 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 your various responsibilities.

7. Curriculum map of modules against programme intended learning outcomes

Module Title and Code	Programme learning outcomes										
	C/O	1	2	3	4	5	6	7	8	9	10
MATYA 701 Approaches to Performance: making theatre for, by and with children and young people	C	x		x	x		x	x	x		
MA702 Performative Writing	C		x	x		x	x	x	x		
MATYA 703 Theatre for Young Audiences in Performance	C	x	x	x	x	x	x	x	x		
MFA 704 A Widening Field	C			x		x	x	x	x	x	
MA700 Final Independent Project	C			x	x	x	x	x	x		x

x = intended learning outcomes of the programme are assessed within this module; C = compulsory module; O = optional module

8. Categorisation of programme intended learning outcomes

Categorisation of Programme Intended Learning Outcome	Programme learning outcomes									
	1	2	3	4	5	6	7	8	9	10
Practice	x	x	x	x			x		x	x
Informed critical reflection				x	x		x	x	x	x
Transferable and personal qualities			x			x		x	x	x

9. Criteria for Admission

9.1 Applications

An applicant wishing to join a postgraduate taught degree programme at Rose Bruford College should satisfy or expect to meet the College's general requirements for entry outlined in our postgraduate degree regulations.

Applications for the **MFA Theatre for Young Audiences** are made directly to the College. As part of the application process, you will be required to make a written statement outlining your interest in the subject area and the programme. In all cases, the selection panel will look for a high degree of explicit ability, of self-motivation and criticism with an informed enthusiasm capable of sustaining you within the more rigorous and challenging conditions of the MA programme.

You will normally be expected to hold a first-degree qualification (2.2 or above), hold an equivalent qualification or be able to demonstrate considerable professional or practical experience at a level commensurate with Masters' level study. The award should be in a discipline, which underpins the applicant's proposed programme of study or which can be shown to have provided appropriate practical or conceptual skills to contribute to the study.

9.2 Recognition of prior learning

The College operates a policy for recognising prior learning (RPL) which may be certificated or experiential. Requests for recognition of prior learning must be accompanied by the appropriate documentary evidence outlined in the College's policy, which is available on application.

A maximum of 60 credits, excluding the final Independent Research Project module may be certified in this way. All applications for RPL are considered by an academic panel on their own merits and are not automatic.

9.3 Selection

Selection is by workshop and interview, which is intended to ascertain whether the applicant will benefit from the programme and whether the demands of the programme are likely to be fulfilled by the applicant. The audition and interview panel consists of programme tutors.

9.3 Additional requirements for non-UK/EU applicants

All teaching and examination is carried out in English and consequently competence in written and spoken English is a requirement. Non-EU/UK applicants are required to hold an IELTS¹ with an overall minimum score of 6.0.

To comply with UK immigration legislation, successful non-UK/EU candidates will be required to be in receipt of a Tier 4 visa, (or such documentation required by the UK Government in force at the time), before they can commence their studies.

¹ IELTS (International English Language Testing System) is now the only Secure English language Test (SELT) recognised by UK Visas and Immigration for student requiring a Tier 4 visa.

10. Progression and Assessment Regulations

Progression

You are registered at the College at the beginning of the academic year. This is followed by a period of induction where you are introduced to the academic community, the details of the Programme, the College's facilities, and its links with the industry.

Attendance is compulsory for all classes, workshops and projects. During production periods a detailed schedule is negotiated allowing time for research and reflection.

You will have regular feedback sessions on all areas of the programme and you will be made aware, therefore, of your academic progress and personal development.

The **MFA Theatre for Young Audiences** comprises four taught modules (including two 60 credit modules). Students completing the first three modules may be awarded a Postgraduate Diploma in **Theatre for Young Audiences**.

Assessment Schedule

Assessment takes place at the completion of each module. Once your work is marked, you are advised through tutorials with the Module Coordinator and/or Programme Director of the *indicative* grade. You cannot receive your final mark until completion of the degree and following confirmation of those marks by the relevant Examinations Board.

Marking Categories for the MFA:

70 – 100%	Distinction
60 – 69%	Merit
50 – 59%	Pass
0 – 49%	Fail

Marks and Classification of Awards

To qualify for the award of the MFA degree (240 credits over all modules), Postgraduate Diploma (120 credits in Modules One to Three), you must complete all of the programme requirements and must pass all modules.

The **MFA Actor-Musicianship** does not have a Postgraduate Certificate option.

Classification	MA/MFA	PGDip
Distinction	Aggregate average mark of all modules of 70-100 including a	

	mark of 70+ in the final Independent Research Project Module	
Merit	Aggregate average of all modules of 60-69 including a mark of 60+ in the final Independent Research Project Module	
Pass	50-59	50-100
Fail	0 - 49	

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award.

