London's
International
Drama School

**Rose
Bruford
College**

of Theatre
& Performance

School of Performance

MFA Actor/Performer Training

Programme Specification

April 2017
(Updated November 2017)
(amended March 2020)

Introduction: What are programme specifications?

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

Since the College gained Taught Degree Awarding Powers in January 2017 it validates the programmes taught at Rose Bruford College and as part of the validation process, the College produces approved programme specifications for all the programmes that it offers. On some programmes, The University of Manchester validates the award for students who have opted to remain on a University degree.

This programme specification forms one part of a set of different types of document about your programme that also includes the prospectus, module specifications and information on the College's website and VLE. 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 programme might inhibit innovation within that programme. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of what students might be expected to learn and the types of skills and abilities they might be expected to gain.

Award	Programme Title	Duration	Mode of study
MFA	**Actor/Performer Training**	2 Years	FT
PGDip	**Actor/Performer Training**	9 months	FT **Exit award only**

Institution	Rose Bruford College
School	School of Performance
Awarding Institution	Rose Bruford College
External Examiner	Dr Bryan Brown University of Exeter
Programme Accreditation	
Relevant QAA benchmark(s)	NA

2. Aims of the Programme

The programme focuses specifically on performer training, theatre creation, placement and performative writing, informed by critical reflection and practice research. The uniqueness of the programme lies in the way it seeks to integrate traditional text-based conservatoire training and practices with the physical collaborative approach that has grown out of Eastern and Central Europe over the last 60 years. The training offers students the prospect to establish complex personal performance ecologies fusing the principles of embodied traditional performance culture with contemporary global theatre and performance practices.

The Postgraduate learning space is both experimental and experiential. It is also a critical space, in that it both encourages and challenges individual students to identify and gain a significant degree of mastery and oversight over their particular chosen artistic pathway. There is an emphasis on utilising the resources and opportunities the programme offers to identify and target particular companies and organisations whose work are of particular interest to individual students.

The programme aims to:

1. Offer you as a student with a background or professional interest in theatre or the performing arts the opportunity to develop and deepen your own practice and knowledge of acting and performance within a specialised professional theatre school with a global overview of the social, political, and cultural significance of theatre practice;

2. Provide specialist professional teaching and opportunities for study, research and embedded practice that is focused to enable you to build, enhance and take ownership over your own practice as an innovative and empowered actor-performer and theatre-maker;

3. Create a pedagogical culture dedicated to providing advanced, rigorous, and challenging learning and development opportunities in an environment that seeks to draw inspiration from traditional performance cultures and practices and to fuse these elements with contemporary global theatre and performance;

4. Provide an in-depth training and study to develop your artistic and academic expertise within highly specialised performance systems and ecologies and offering opportunities to work within dynamic and diverse, performance cultures.

3. Programme intended learning outcomes

Upon successful completion of the MFA Actor/Performer Training you will be assessed to the extent that you:

1. Apply a range of skills and effective methodologies that enable you to work effectively and productively as a Performer/Actor in diverse professional situations.

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

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

4. Undertake independent and effective devising and rehearsal techniques to a professional level.

5. Demonstrate the development of an effective and original writing and research practice that complements and enriches your work and practice.

6. 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.

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

8. Employ your skills and knowledge as a performer to be an effective agent for professional theatre making or artistic enterprise.

9. 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.

10. 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, international study trips, expedition, student-led presentation, lectures, seminars, self-directed study, progress reviews, group and individual tutorials, feedback tutorials, screenings, discussions, teamwork, exercises, information gathering/research and enquiry, visiting speakers, placements, collaborative practice, 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 – Exit award only			
Provisional module code	**Module title**	**Credits**	**ETCs**
MFAAP 701	Advanced Actor Training (Gaderian)	30	15
MA 702	Performative Writing	30	15
MFAAP 703	Expedition into Performance	60	30
		120	**60**

Provisional module code	**Module title**	**Credits**	**ETCs**	**Study hours**
MFAAP 701	Advanced Actor Training (Gaderian)	30	15	300
MA 702	Performative Writing	30	15	300
MFAAP 703	Expedition into Performance	60	30	600
MFAAP 704	A Widening Field	60	30	600
MA 700	Final Independent Project	60	30	600
		240	**120**	**2400**

Detailed outlines of each of the modules can be found in the programme and module specifications which follow in sections 3 and 4 respectively.

In line with similar postgraduate awards, students who complete 120 credits (Modules 1-3) may be awarded a **Postgraduate Diploma in Actor/Performer Training.** However, it should be noted that is offered as an exit award only.

YEAR ONE

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Module 701 Performance Skills Assessment: continual 50% and Practical Etudes 50% beginning March												
Module 702 Performative Writing Assessment: seminar 20% February, Practice presentation 40% April/May, Vade Mecum Submission 40% end of July												
					Module 703 Expedition into Performance Assessment: continual 40%, seminar 20% weeks early May – end of June, performance 40% mid August							

YEAR TWO

Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
	Module 704 The Widening Field Continual assessment (40%) Presentation (40%) March Viva (20%) March											
					Module 700 Final Independent Project Presentation (60%) beginning of September & Documentation (40%) April – end of September							

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 postgrdauate 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 postgraduate teaching space.

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

At the start of the academic year, you will be introduced to the VLE where you can find 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 will provide an appropriate bibliography.

Student representaton 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/0	1	2	3	4	5	6	7	8	9	10
MFAAP701 Advanced Actor Training (Gaderian)	C	x	x	x	x		x		x		
MA702 Performative Writing	C	x	x	x	x	x	x	x			
MFA 704 A Widening Field	C		x			x	x	x	x	x	
MFAA703 Expedition into Performance	C	x	x	x	x	x	x	x	x		
MFA700 Final Independent Project	C	x	x	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 Actor/Performer Training** 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 MFA 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 IELTS[1] with an overall minimum score of 6.5 with no less than 6.0 in each section.

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.

10. Progression and Assessment Regulations

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[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.

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 Actor/Performer Training** comprises five taught modules (including three double-weighted modules). Students completing the first three modules may be awarded a Postgraduate Diploma **in Actor/Performer Training.** This is an exit award only.

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 MA:

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 Postgraduate Diploma is an exit award only. The **MFA Actor/Performer Training** 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

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.

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