

LEEDS BECKETT UNIVERSITY

Course Specification

MA Performance

2018-19 (MAPER)

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Record of Enhancement

No.	Detail of modification (Provide a brief description of the modification and where the Course Specification has been updated)	Date Effective (Indicate the academic year of entry and course level(s) to which the modification will apply)
	Example Assessment changed from examination to presentation in Module X, see section entitled Module Assessment Methods.	Level 5 from September 2018-19 entry

Version Control

Version Control	
Version number and date effective	
For completion by Quality Assurance Services only:	
Next Re-validation date	

MA Performance, MAPER

Level of qualification: Masters

Course Rationale and Philosophy:

Performance is a new MA which forms the final third of a trio of new performance programmes specifically designed to provide flexible and unique pathways for students wanting to further their knowledge, skills and understanding of a range of performance practices. Situated in the School of Film, Music and Performing Arts, this new MA in Performance shares the philosophical ethos of all postgraduate provision within the school: to produce learning environments which support and stimulate innovation, collaboration and high quality creative practices for all students, at all times.

The MA complements the new performing arts undergraduate provision, which consists of a three year BA (Hons) degree in Performance and the same in Dance. Both these undergraduate programmes focus on developing motivated graduates, offering routes that can be tailored to the specific needs, and developing specialisms, of individual students.

Collectively, all three courses represent the first stage of development of Performing Arts and have been designed to provide distinctive, sustainable and relevant provision and for producing and promoting innovative, contemporary and self reflexive practice.

The MA Performance has been specifically designed to enable progression for interested and appropriate students from both undergraduate performance programmes, as well as 'emerging artists', professional arts workers and those working in education. The MA is also structured to encourage both formal and informal interplay, contact and knowledge exchange between students across the performance programmes. The course team believes this emphasis on a performance community will attract a strong cohort of postgraduate students committed to making performance matter.

The course is characterised by an emphasis on: contemporary performance making; practice as research; reflective practice and critical debate. The range of modules available on the programme, mean that students can choose a route which best suits their circumstances and study on a full time or part time basis. There are also opportunities to credit, where appropriate, professional practice and pedagogical research, as part of a 'placement' module.

The course aims to expand and liberate the creative potential of students by encouraging the production of innovative practical work. Each module is designed to start the questioning process in students and to challenge and examine critically the existing context of contemporary international performance practice. This means that students will be challenged both to examine current practice and theory, and to create their own work either as individuals or in groups.

The MA aims to enable students who are already practitioners to challenge and clarify their art. For those who are just starting out it offers a set of critical and creative tools for the creation of new work, much of which will benefit and feed off the other arts disciplines in the

faculty. Students will be expected to develop a portfolio of performance works, which could be studio, site, paper and/or screen based.

The ethos of the course can be seen in the module titles: Artists Project, The Placement Project (with an organization of the student’s choice); The Festival Project; Performance Matters, which includes writing, history of contemporary performance, thinking about practice, and entrepreneurship and Embodied Knowledge.

Performing Arts has 3 fully equipped and dedicated studio performance spaces. One is located in Queen Square, which is known as House 14, Perform One is located on the lower Concourse of Calverley Building, and our newest space The Beckett Studio is located on Headingley campus. In addition to these spaces we also have access to studios in Northern Ballet and Yorkshire Dance.

Aims of the Programme

1. To provide students with an MA education in Contemporary Performance Practice which will enhance potential employability.
2. To combine insights into the nature of contemporary performance with a critical understanding of the environment affecting performance.
3. To develop in students an informed, critical and creative approach to understanding both practice as research and their role as a performance maker.
4. To develop the capacity for constructive critical self appraisal and peer appraisal, thus facilitating more complex strategies and procedures by which to improve performance.

To develop a community of collaborative enquiry into the nature and practice of contemporary performance.

Course Learning Outcomes

1. MA PG Dip PG Cert	Demonstrate the ability to autonomously negotiate, set, and meet objectives, and deadlines, in a variety of different professional practice contexts
2. MA PG Dip PG Cert	Demonstrate the ability to be able to work ethically and sympathetically with a variety of individuals in a variety of contexts with the aim of creating work/art appropriate for professional practice
3. MA PG Dip PG Cert	Demonstrate a critical understanding of the current cultural debates pertaining to contemporary performance practices
4. MA PG Dip	Demonstrate a sophisticated understanding of how practice and traditional modes of theory can be used together to form a research methodology that investigates/solves advanced creative problems

5. MA	Demonstrates the ability to apply critical reflection as a method for solving creative problems in a variety of different professional contexts in a rational and rigorous manner
6. MA	Demonstrate the ability to identify new perspectives on making and reading contemporary performance practices, which offers the potential to impact on existing approaches

Course Structure

Level 7			
programme has a modular framework for study and assessment. A module is defined as 200 student learning hours, per 20 credits, the time being made up of class contact, tutorials, self and group learning plus assessment. Each module is worth either 20 (single), or 40 (double) credits. Full-time students will study 180 credits across the entire year, for part-time students this will take place over two years, where 120 credits will be studied for in their first year and 60 credits in their second year, taking a total of 4 - 6 semesters to complete. There are four core modules, for full time students two will take place in each semester, whereas part-time students will take two core modules in their first year and two in their second. Students will then be able to pick three 20 credit elective modules out of a potential five over the space of two years.			
Full Time Model			
Semester 1	Core Y/N	Semester 2	Core Y/N
Performance Matters 1	Y	Performance Matters 2	Y
Artist Project: Minor	Y	Embodied Knowledges	N
The Artist Mentor	N	Festival Project	N
The Placement Project	N	Choreographing in Wider Contexts	N
		Drama for Social Justice	N
Semester 3			
Artist Project: Major	Y		
Part Time Model: YEAR 1			
Semester 1	Core Y/N	Semester 2	Core Y/N
Performance Matters 1	Y	Performance Matters 2	Y
Artist Project: Minor	Y	Embodied Knowledges	N
The Artist Mentor	N	Festival Project	N
The Placement Project	N	Choreographing in Wider Contexts	N
		Drama for Social Justice	N
Semester 3			
Part Time Model: YEAR 2			
Semester 4	Core Y/N	Semester 5	Core Y/N
The Artist Mentor	N	Performance Matters 2	Y
The Placement Project	N	Embodied Knowledges	N

		Festival Project	N
		Choreographing in Wider Contexts	N
Semester 6			
Artist Project: Major	Y		

Contained awards available:

PG Dip	Performance	
PG Cert	Performance	

Length of programme, FT/PT and mode of study:

Programme	Length (years)	FT/PT (please specify)	Mode (campus based/DL or other)
MA Performance	1	FT	Campus Based
MA Performance	2	PT	Campus Based

Learning and Teaching Activities

Students who enrol on MA Performance can expect a variety of engaging learning experiences. Traditional lecture and seminar-based sessions provide an opportunity for students to discuss trends in performance and wider cultural practices in a critically informed manner with staff and external speakers. Workshops and making processes are also engaged with as a way of informing and developing the individual practical needs of each learner. These occur in our own studio spaces, but also in both national and international organisations. The ethos of MA Performance is one that values Professional Practice, and as such, students should expect teaching and learning activities to occur with professional artists, curators, and pedagogues in professionally appropriate settings.

The 'making' of art is an important part of MA Performance, and this occurs in a variety of contexts. Students will be expected to make solo art, but also work as an ensemble, be directed by in house and external artists, and receive, and reflect upon, critical feedback. The understanding of one's processes is also demonstrated in a variety of contexts, in the first instance this occurs in the making and presentation of performance, but also through portfolios, presentations, lecture demonstrations, vivas and essays. In most cases assessment vehicles are negotiated, in the form of a learning agreement, and adapted to suit the individual academic needs of the learner, whilst still adhering to the rigour of MA Performance learning outcomes.

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

The Virtual Learning Environment is primarily used by MA Performance as a repository for information, the submission of assessments, and the distribution of feedback. All modules on MA Performance will have module handbooks, assessment briefs, reading materials and tasks published on MyBeckett as a minimum. In addition to this all feedback will be released to students via Turnitin, which allows for a more efficient process.

Formal training on VLE is offered to all students on the course in induction.

Although MyBeckett is not actively used as tool for Blended Learning, students are encouraged to engage with other digital platforms as a way of demonstrating their academic development. Pebblepad, Blogger and Google Sites are used for the development of portfolio learning and for more collaborative learning experiences Google Docs and Slides are recommended.

In addition to this, MA Performance works closely with the Academic Librarians in order to provide training and support for digital research tools such as Dawson Era, Discover, and the E-Journal Catalogue.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators works closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can

find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.

Assessment Strategy

Assessment on MA Performance is designed to enable learning to be evaluated for the benefit of the student. The programme provides students with a range of assessment tasks including performances, portfolios, vivas and presentations. In some modules students will be required to identify how they would like to be assessed in relation to the learning outcomes of the module. This is a guided process and the student will work with the Module Leader to construct a contract during the module that clearly articulates the mode of assessment, the weighting of each component and the assessment criteria. This is referred to in the module as a 'Learning Agreement'. The significance of the learning agreement though encourages students to become fully autonomous in constructing appropriate assessment modes and criteria, which aim to develop their practices.

Feedback on Assessed Coursework

All summative feedback, including that which informs practice, will be distributed via Turnitin. This is to provide a more efficient and streamlined experience for the students.

Formative feedback is provided to students on MA Performance in the form of in class feedback, notes on work, and also tutorials (module and pastoral) this is highlighted to students in their module and course handbooks.

There might be times when an assessment requires the student to submit work that is not suitable for digital upload (for example a portfolio, or artist journal). If this is the case then the student will be required to submit their hard copy into the Reception area at Broadcasting Place by the submission date and time. A form will be uploaded onto Turnitin so that the student can still receive digital feedback. The hardcopy will be returned to the student with annotations.

Work-Related Activities

Within the context of a drive to build beneficial partnerships the Performing Arts department provide the opportunity for MA students to work with a range of performance practitioners and artists on small and medium-term, projects. The programme of professional work forms part of multiple modules, primarily in The Artist Mentor, but also in Performance Matters, and Artist Project series. Furthermore, many of the companies and artists will contribute to this provision in the form of workshops and discussions.

Students will also be able to undertake professional placement opportunities in a range of organisations and creative environments. Leeds Beckett has among others partnerships with Opera North, West Yorkshire Playhouse, Northern Ballet Theatre, Phoenix Dance Theatre, Red Ladder Theatre, Carriageworks, Leeds Carnival and Dean Clough. The course team has

compiled a list of other regional, national, and international performance companies and organisations with whom placement opportunities exist.

Many potential MA students have articulated the desire to gain teaching experience as part of their professional development. Care has been taken to ensure that opportunities exist for students to shadow and collaborate with the existing staff team on selected undergraduate performance modules, which can also be framed as a professional placement.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website.

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Staff Teaching on the Course

You can find details of our highly qualified permanent teaching staff on our website, who are involved in teaching, research and administration associated with the course.

Regulatory Exemption details: