MA Performance (Pathways)

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Bath School of Music and Performing Arts
Main campus	Newton Park
Other sites of delivery	Oldfield Park Theatre Workshop The Scottish Institute of Theatre, Dance, Film and Television (for pathways marked with '*')
Other Schools involved in delivery	N/A
Name of award(s)	Performance (Acting) Performance (Directing) Performance (Creative Producing) Performance (Music) *Performance (Theatre Making) *Performance (Dance and Choreography)
Qualification (final award)	MA
Intermediate awards available	PgCert, PgDip Performance
Routes available	Single
Duration of award	1 year full time, 2 years part-time
Professional Placement Year	No
Modes of delivery offered	Campus-based

Regulatory Scheme[1]	Taught Postgraduate Framework
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	N/A
Route code (SITS)	MA Performance (Acting) - ACTMA MA Performance (Directing) - PRDIRMA MA Performance (Creative Producing) - PFCPMA MA Performance (Music) - PFMUMA MA Performance (Theatre Making) - PDCMA-MGA MA Performance (Dance and Choreography) - PTMMA-MGA
Relevant QAA Subject Benchmark Statements (including date of publication)	Not applicable for masters study in this area
Date of most recent approval	June 2023
Date specification last updated	June 2024

[1]This should also be read in conjunction with the BSU Qualifications Credit Framework

Programme Overview 🔗

If you want to develop your skills to work in the creative industry as performers or musicians, creative producers, directors or choreographers then this programme, with a performing arts company at its core, is ideal for you. It brings together creatives who can use each other's skills to develop new work.

Actors and singers develop key skills and learn from each other. They work with directors, choreographers, conductors and instrumentalists, who in turn work with creative producers to develop their work and ideas. Each year, the MA Performance course becomes a company of unique talents that are individually and collectively developed.

The first trimester focuses on your individual development as a creative, so acting lessons for the actors and the singers, music lessons for the musicians, and individual approaches for the creative producers, directors and choreographers.

Throughout the first two trimesters you hone your skills and place your work within contemporary critical frameworks, helping you to develop your thinking as a masters level student. You develop your specific skills set but also share common strands of performance practice. Nobody learns in isolation and no performance is created alone.

The second semester explores notions of collaborative practice, whether that is as a performer working in a company or music ensemble, or leading the process as a conductor, director or creative producer.

In your third semester you undertake a major project, working with your contacts on the course and beyond to create new work. That could be a recital or a performance, you could produce, choreograph or direct. This programme allows

you to develop projects or placements to help you move into the professional world of performance.

Programme Aims 🔗

1. Foster a detailed understanding of working as a practitioner in the performing arts industry
2. Provide a creative environment to explore the various components of performance
3. Engender an ensemble approach to work appropriate to small-scale professional performance
4. Foster a critical understanding of the professional and academic context surrounding performance
5. Examine the relationship between interpretation of idea and the realisation of performance
6. Act as a catalyst for the development of a personal approach to work within the performing arts industry.

Programme Intended Learning Outcomes (ILOs) 🔗

(NB These ILOs are at level 7 of the FHEQ)

A Subject-specific Skills and Knowledge

A1 Systematically understand the processes and roles that surround and inform performance, such as actors or musicians, creative producers or directors.

A2 Utilise experiential and self-evaluative processes when performing or creating work for performance.

A3 Apply systematic practical knowledge of the skills necessary to assess and interpret performance material in line with industry expectations.

A4 Undertake comprehensive research and advanced scholarship techniques.

A5 Communicate in a way that engages teams and potential stakeholders and develops professional networks with your original, creative, practical and evaluative ideas and strategies.

A6 Apply astute industry-recognised strategies to enable confident performance at an advanced level.

B Cognitive and Intellectual Skills

B1 Critically understand the theories and cultural landscape of the contemporary performing arts industry.

B2 Utilise imaginative and focussed approaches to complex problem solving that draws on independent judgements and creative decisions

B3 Retrieve, sift and select information from a variety of sources with a view to applying that information in a range of creative, critical and evaluative contexts

B4 Demonstrate an acute awareness of techniques and/or practices that underpin your contribution to performance work.

C Skills for Life and Work

On achieving Level 7 you will be able to:

C1 **Work Independently**

Act autonomously in planning and implementing tasks in a professional context.

C2 **Work with Others**

Plan for and actively engage in inclusive collaboration with others to tackle and solve complex problems and develop original insights.

C3 **Communicate with Impact**

Communicate complex ideas clearly, effectively and impactfully with specialist and non-specialist audiences.

C4 **Demonstrate Digital Fluency**

Use digital skills productively, critically and ethically to enhance creativity and communication in a professional context.

Intermediate awards

PgCert Intended Learning Outcomes

A1, A2, A3, B2, C2, C3, C4 .

PgDip Intended Learning Outcomes

A1, A2, A3, A5, A6, B1, B2, B4, C2, C3, C4

Programme content 🔗

This programme comprises the following modules

Key:

Core = C

Required = R

Required* = R*

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered with pathways

MA Performance (Pathways)

MA Performance				
Level	**Code**	**Title**	**Credits**	**Status**
7	PER7001-30	Professional Practice	30	C
7	PER7002-30	Skills Portfolio	30	C

7	PER7003-30	Performance Practices	30	C
7	PER7004-30	Professional Collaboration	30	C
Pathways - Bath Spa University				
7	PER7005-60	Major Project (Acting)	60	R
7	PER7006-60	Major Project (Creative Producing)	60	R
7	PER7007-60	Major Project (Directing)	60	R
7	PER7008-60	Major Project (Music)	60	R
Pathways - The Scottish Institute of Theatre, Dance, Film and Television				
7	PER7009-60	Major Project (Theatre Making)	60	R
7	PER7010-60	Major Project (Dance and Choreography)	60	R
N.B. Students are Required to choose one major project, which determines the Pathway.				

Assessment methods 🔗

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities 🔗

Given union restrictions for performers taking placements in professional performance settings, it is not possible to offer placements directly related to the degree subject. However, where possible students are encouraged to utilise placement opportunities to support their learning, and the programme also simulates a work environment through Bath Spa Productions. This programme runs alongside BSP as a production house, engaging students in a range of professionally focused projects led by industry professionals.

Table of Additional Costs 🔗

Module Code & Title	Type of Cost	Cost

Graduate Attributes 🔗

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	Continuous self-reflection during sessions, reflective journaling, and assessment. Within acting processes, character development relies on psychological understanding of character journey within stories. This process has to come from a lens of oneself to put feelings into context. Collaborative projects demand self-awareness and a deep understanding of what skills, strengths and values a student can contribute to the group. The process of rehearsals for public performance demands the applications of an actor's unique voice and the ability to identify their own strengths, skills and values to accomplish the work. Continuous and specific verbal and written feedback throughout the course allows students to reflect and develop their understanding of themselves as a performer, their strengths and weaknesses and what they need to work on in order to become and independent artist.
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	Continuous feedback and expectation setting before each module and project. These expectations are also incorporated into assessment criteria. There is a necessity to be emotional attuned within our practice as outlined in being confidently self-aware. Therefore, all that is outlined in this section is true for this also.
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	Sensitivity to others and collaboration are included in assessment criteria. Best practice in our work demands that our collaborations and the working space is safe and accepting to all participants. Purposeful storytelling needs to represent all global voices and therefore this is a critical core value within development of acting practice.

Adaptable Innovator	Embrace challenges, taking risks where needed and applying individual and collective problem solving.	Working with creativity from our minds, bodies and voices means that we are constantly risking ourselves within the development of our work. We work deeply with vulnerable states that come with taking risk and essential problem solving to ensure the work is of quality and relevant for audiences. Continuous reflection and feedback mean that the demand on the student is to innovate and adapt their work and themselves to produce the necessary product for audiences. Critical feedback is given by tutors throughout all rehearsals for practical projects. For the final production to be of a high standard students must take on critical feedback and adapt the work accordingly.
Critical Thinker	Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.	Students are encouraged to see their work through the eyes of the general public who will come and watch them. The demand to create performance is that we constantly are keeping an open mind and asking questions about ourselves and the world around us. We have to think always about where stories are universal or are specific to certain communities. Through the wide range of plays we work on or read that offer characters with a variety of lived experiences students are encouraged to empathise with different viewpoints and perspectives that are not necessarily their own.
Forward Thinker	Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.	The assessment structures that encourage goal setting and action planning. Self-management is a crucial part of working as actor, especially as a freelance artist and creator. Project management is core to 3rd year, where students build and deliver their own creative projects and independent study projects. Professional development begins at level 5, with reflection and research to ensure deep understanding of how individual ambition and goals.
Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	Within our skills classes we teach consent-based practices, body autonomy and industry practices of inclusive working methods allowing student actors to understand the practical structures necessary to be an inclusive artist and leader.
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	Creation of individual and independent projects that will go to a public audience in the festival Spark Fest and beyond graduation.

Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	The assessments that involved self-reflection, encouraging journalling of individual progress, and embracing the culture of engaging in a positive mindset with the work that lecturers set. The demands of our projects require us to drive and guide our own work and practice. To ensure success we need always to be reflecting on how to problem solve creative and logistic issues and setbacks and deal with any obstacles that hinder us and our project delivery. Creativity can only come from a positive 'can-do' attitude and as you manage yourself a self-care approach is essential to ensure you can sustain your work. A self-care approach is embedded in training from the beginning as our creativity is expressed using our creative ideas and through our bodies and voices.
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	Our assessments are run across a variety of digital platforms including film, audio and sometimes interactive digital projects, as well as project marketing often being created by the students. These projects enable the learning of a variety of digital languages and imbed an understanding for the need to be flexible and dynamic in the digital realm in order to get your work seen.

Modifications 🔗

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:

1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure Diagram – MA Performance (Pathways) 🔗

Full-Time			Part-Time		
Level 7					
Trimester 1	**Trimester 2**	**Trimester 3**	**Trimester 1**	**Trimester 2**	**Trimester3**
Core Modules			**Core Modules**		
Year 1					
PER7001-30 Professional Practice	PER7004-30 Professional Collaboration		PER7002-30 Skills Portfolio		
			PER7003-30 Performance Practices		
PER7002-30 Skills Portfolio			**Year 2**		
PER7003-30 Performance Practices			PER7001-30 Professional Practice	PER7004-30 Professional Collaboration	
Required Modules (Bath Spa University)			**Required Modules (Bath Spa University)**		
		PER7005-60 Major Project (Acting)			PER7005-60 Major Project (Acting)
		PER7006-60 Major Project (Creative Producing)			PER7006-60 Major Project (Creative Producing)

		PER7007-60 Major Project (Directing)				PER7007-60 Major Project (Directing)
		PER7008-60 Major Project (Music)				PER7008-60 Major Project (Music)
Required Modules (The Scottish Institute)			**Required Modules (The Scottish Institute)**			
		PER7009-60 Major Project (Theatre Making)				PER7009-60 Major Project (Theatre Making)
		PER7010-60 Major Project (Dance and Choreography)				PER7010-60 Major Project (Dance and Choreography)
Rule Notes: Students choose 1 x Required module to determine their pathway.						

Appendix 2: Map of Intended Learning Outcomes - MA Performance (Pathways) 🔗

Level	Module Code	Module Title	Status (C,R,R*,O) [1]	Intended Learning Outcomes													
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4
7	PER7001-30	Professional Practice	C	X	X					X				X	X		
7	PER7002-30	Skills Portfolio	C		X	X						X	X				
7	PER7003-30	Performance Practices	C				X	X	X				X		X		
7	PER7004-30	Professional Collaboration	C		X	X					X	X	X		X	X	
7	PER7005-60	Major Project (Acting)	R	X			X	X	X	X	X	X				X	X
7	PER7006-60	Major Project (Creative Producing)	R	X			X	X	X	X	X	X				X	X

7	PER7007-60	Major Project (Directing)	R	X			X	X	X	X	X	X				X	X
7	PER7008-60	Major Project (Music)	R	X			X	X	X	X	X	X				X	X
7	PER7009-60	Major Project (Theatre Making)	R	X			X	X	X	X	X	X				X	X
7	PER7010-60	Major Project (Dance and Choreography)	R	X			X	X	X	X	X	X				X	X

[1] C = Core; R = Required; R* = Required*; O = Optional

Appendix 3: Map of Summative Assessment Tasks by Module - MA Performance (Pathways) 🔗

Level	Module Code	Module Title	Status (C,R,R*,O)[1]	Assessment method									
				Course Work	Practical						Written Examination		
				Final Project	Research Project	Skills Portfolio	Collaborative Project	Portfolio	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
7	PER7001-30	Professional Practice	C					X					
7	PER7002-30	Skills Portfolio	C			X							
7	PER7003-30	Performance Practices	C				X						

7	PER70 04-30	Professional Collaboration	C		X								
7	PER70 05-60	Major Project (Acting)	R	X									
7	PER70 06-60	Major Project (Creative Producing)	R	X									
7	PER70 07-60	Major Project (Directing)	R	X									
7	PER70 08-60	Major Project (Music)	R	X									
7	PER70 09-60	Major Project (Theatre Making)	R	X									
7	PER70 10-60	Major Project (Dance and Choreography)	R	X									

[1] C = Core; R = Required; R* = Required*; O = Optional