

Programme Specification: Masters in Professional Voice Practice

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham School of Acting
3	Programme accredited by:	N/A
4	Final Award:	MA Professional Voice Practice
5	Programme Title:	PgDip/MA Professional Voice Practice
6	UCAS Code:	N/A
7	QAA Benchmarking Group:	N/A

8 Aims of the programme

The programme aims to provide learners with:

- The ability to demonstrate a systematic understanding and knowledge of voice and voice practice, and a critical awareness of working with the voice and of new insights to the field.
- A comprehensive understanding of techniques applicable to this specialist area.
- A practical understanding of how established techniques of practice, interpretation and enquiry may be explored creatively in his/her own practice.
- Opportunities to develop originality of thinking and methodology within the specialised field of voice practice.
- Originality and self-direction in tackling and solving technical, interpretive, scholarly or educational problems.
- The ability to act autonomously in planning or presenting presentations, performances, and workshops to a high artistic, intellectual and professional level.
- The ability to continue to advance his/her knowledge, understanding and practice beyond the end of the course, and to develop personal learning skills in order to allow the independent acquisition of new skills or research to a

high level.

- Opportunities to exercise his/her initiative and personal responsibility enabling the student to develop the ability to make decisions in complex situations.
- The ability to exercise his/her initiative and personal responsibility in order to make decisions in complex situations.
- The ability to assess and reconcile complex ethical issues within the context of the field of professional voice practice.
- A progression route to the MA Professional Voice Practice, or an equivalent course at another institution.

Additionally, the MA programme aims to provide learners with:

- the conceptual understanding required:
 - 1) To evaluate critically current research and advanced scholarship in professional voice practice beyond the student's own area of interest, and
 - 2) To evaluate theoretical, technical, interpretive and educational methodologies, to review them and, where appropriate, to propose new hypotheses or develop innovative approaches in practice.
- To provide a progression route to further study at MPhil or PhD level.

Intended learning outcomes:

Knowledge and understanding

Knowledge and understanding of:	Teaching, learning and assessment methods used:
<p>PgDip</p> <ol style="list-style-type: none">1. Voice and voice practice utilising a range of theoretical and technical knowledge, exercising critical awareness and diagnostic ability in working with the voice.2. A wide range of technical and theoretical knowledge when working in the voice field e.g. vocal function and dysfunction, phonetics, accent analysis.3. Existing areas of knowledge that inform his/her own practice in order to develop original and/or innovative approaches within his/her own practice.4. Healthy vocal use and how to apply that knowledge critically in practice in speaking and singing.5. The demands of densely coded texts, spoken and sung for performance.6. The philosophical, ethical and aesthetic principles related to voice practice.7. Professional contexts within which they may practice.8. Essential approaches to research and research skills. <p>MA</p> <ol style="list-style-type: none">9. Current research and advanced scholarship beyond his/her area of interest.10. Theoretical, technical, interpretive and educational methodologies in order to initiate new approaches to professional practice and/or research.	<p>Acquisition of 1 is through group lectures, practical sessions, workshops, and seminars, and personal reading and research.</p> <p>Acquisition of 2 is through group lectures, workshops, seminars, and personal reading and research.</p> <p>Acquisition of 3 is through group lectures, workshops, seminars, and personal reading and research.</p> <p>Acquisition of 4 is through lectures, seminars, practical sessions and personal reading and research.</p> <p>Acquisition of 5 is through practical sessions, personal reading and research.</p> <p>Acquisition of 6 & 7 is through lectures, seminars, micro-teaching, placement, and personal reading and research.</p> <p>Acquisition of 8 is through lectures, seminars, presentations and personal reading and research.</p> <p>Acquisition of 9 & 10 is through personal reading and research, lectures, seminars and tutorials, and the production of a dissertation or research project.</p> <p>Assessment:</p> <p>Knowledge and understanding is tested through unseen written and practical test (2 and 4), classroom presentation (6 and 8), chamber performance (1 and 5), reflective journal/written work (1, 2, 3,4, 6, 7, 8 and 9), dissertation/research project.</p>

Skills and other attributes

<p>Intellectual / cognitive skills: students will be able to</p> <p>PgDip</p> <ol style="list-style-type: none"> 1. Demonstrate a systematic understanding of voice 2. Utilise insight 3. Utilise strategies of creative thinking 4. Examine and expedite technical, interpretive, scholarly or educational problems 5. Explore the poetic and rhetorical devices of heightened/poetic texts. 6. Utilise an appropriate vocabulary with regard the speaking and singing voice. 7. Plan and make lessons, presentations and workshops 8. Initiate research 9. Develop innovations in practice 10. Exercise his/her critical faculty 11. Make sound judgements 12. Reason critically 13. Analyse and interpret poetic texts 14. Identify and solve problems 15. Reflect, draw conclusions, and make plans 16. Synthesise information from various sources 17. Research, assimilate information, and report findings 18. Reflect upon their own practice with rigour <p>MA</p> <ol style="list-style-type: none"> 19. Evaluate critically current research and advanced scholarship 20. Review existing approaches to professional practice or research. 21. Propose new hypotheses or innovations in practice. 	<p>Teaching, learning and assessment methods used:</p> <p>Acquisition of 1 is through group practical sessions, seminars, and private study.</p> <p>Acquisition of 2, 3, 4, 5 and 6 is through group practical sessions, lectures, workshops, seminars, and private study,</p> <p>Acquisition of 5 and 6 is through chamber performances.</p> <p>Acquisition of 7 is through private study, seminars, workshops and micro-teaching.</p> <p>Acquisition of 8 is through lectures, seminars, and private study.</p> <p>Acquisition of 9 is through private study, micro-teaching and placement.</p> <p>Acquisition of 10, 11 and 12 is through seminars, and private study.</p> <p>Acquisition of 13 is through practical sessions, self-directed study and chamber performance.</p> <p>Acquisition of 14 and 15 is through practical sessions, seminars and private study.</p> <p>Acquisition of 16 and 17 is through personal reading and presentations.</p> <p>Acquisition of 18 is through reflective journal.</p> <p>Acquisition of 19 is through lecture, seminar, private study and presentation.</p> <p>Acquisition of 20 is through private study.</p> <p>Assessment:</p> <p>Intellectual and cognitive skills are tested through practical and written tests (1, 2, 4, 10, 11, 12, 15, 16 and 17) reflective journal/written work (1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 18, and 19), classroom presentations (3, 6, 13 and 17) chamber performance (1, 3, 5 and 13), and micro-teaching (7, 9, 11, 18 and 21), placement (7, 9, 18 and 21) and dissertation/research project (19, 20 and 21).</p>
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<p>Practical research & independent learning skills - students are able to:</p> <p>PgDip</p> <ol style="list-style-type: none"> 1. Create live chamber performances using improvisation, text, and/or other source material. 2. Clearly communicate with students, clients or an audience 3. Use the body safely as an expressive creative tool 4. Use the voice safely as an expressive creative tool 5. Phonetically transcribe the sounds of English 6. Gather, sift, synthesise, and organise material independently <p>MA</p> <ol style="list-style-type: none"> 7. Research current practice and scholarship 8. Produce a dissertation or research project 	<p>Teaching, learning and assessment methods used:</p> <p>Acquisition of 1, 3, 4 and 5 is through lectures, seminars, workshops, chamber performances, personal reading and research. Acquisition of 6 is through lectures, seminars, and tutorials Acquisition of 7 is through self-directed study, and seminar. Acquisition of 8 is through lectures, seminars, and tutorial.</p> <p><u>Assessment:</u> Practical, Research, and Independent learning skills are tested through practical and written tests (5 and 6); reflective journal/written work (3, 4, 5, 8 and 9), classroom presentations 1, 3, 4 and 7); micro-teaching (2); chamber performance (1, 2, 3 and 4); literature review and dissertation/research project (7 and 8).</p>
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<p>Transferable / key skills:</p> <p>PgDip</p> <ol style="list-style-type: none"> 1. Balance and organise personal and professional issues through self-management, and meet deadlines. 2. Communicate effectively both verbally and in writing. 3. Work effectively and creatively as part of a team, negotiating and pursuing goals with others, as well as working independently. 4. Use information media such as libraries, archives, and the Web. 5. Use word-processing skills. 6. Create effective presentations and workshops. 7. Reflect upon his / her own practice. 8. Diagnostic skills. 	<p>Teaching, learning and assessment methods used:</p> <p>Acquisition of 1 and 3 are gained as an accumulation of working practices across the course Acquisition of 2 is through practical workshops, seminars, micro-teaching, performance, and through self-directed study Acquisition of 4 and 5 is through seminars and self-directed study Acquisition of 6 is through seminars and practical workshops Acquisition of 7 is through seminars, tutorials, and reflective writing Acquisition of 8, 9 and 10 is through seminars, lectures, practical workshops, micro-teaching, placement and tutorials. Acquisition of 11 and 12 is through lecture, seminar, micro-teaching and placement. Acquisition of 13 is through lecture, seminar, tutorial and self-directed study.</p>
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<ul style="list-style-type: none"> 9. Teaching skills. 10. Plan a lesson or workshop. 11. Deal with complex ethical issues. 12. Negotiate with colleagues and managers in professional contexts. 13. Produce a dissertation or research project. 	<p>Assessment:</p> <p>Transferable and Key skills are tested through practical and written tests (2 and 3); reflective diaries/written work (1, 2, 4, 5, 6, 7, 8, 9, 10 and 11), classroom presentations (1, 2, 4, 5, 6, 7 and 8) chamber performance (1, 2, 3, 4 and 6), micro teaching (2, 8, 9, 10 and 11), placement (8, 9, 10, 11 and 12), and dissertation/research project (13).</p>
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Programme structure & requirements, levels, modules, credits, awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

Stage 2 Level 7

Module number	Module name	Credit
ACT7001	VOICE THEORY and PHONETICS	30
ACT7002	PRACTICAL VOICE	15
ACT7004	SINGING	15
ACT7003	VOICE and TEXT	15
ACT7005	PEDAGOGY	15
ACT7006	PLACEMENT	15
ACT7007	RESEARCH METHODOLOGY	15
Award: Postgraduate Diploma (120 credits)		

Stage 3 Level 7

Module number	Module name	Credit
ACT7008	DISSERTATION/RESEARCH PROJECT	60
Award: Master of Arts Degree (180 credits)		

Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

An induction period of normally one week.

Student Handbook and Module guides.

On site library and computer facilities, plus further facilities through UCE and TIC Libraries.

Staff support through the Course Director. All staff are open to personal access to advice on pastoral and course issues.

Professional counselling and Student Support through UCE Student Services.

Medical advice through connected services with experience of performers' needs.

Dietary advice through a qualified dietician.

Small Group Classes allow students to gain advice on problems relating to and arising from the training process.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Evaluation and improvement of quality and standards

<p>Committees:</p> <ol style="list-style-type: none"> 1. Staff Meetings. 2. Ad-Hoc Project groups. 3. Departmental meetings. 4. Course Monitoring Meetings. 5. Academic Directorate meetings. 6. Planning Directorate meetings. 7. Student Year meetings. 8. Whole School Student Assemblies. 9. N.U.S. and Academic directorate meetings. 10. Course Board. 11. Examination Board. 12. Faculty Board. 13. Management meeting. 	<p>Mechanisms for review and evaluation:</p> <p>Student/Staff Feedback</p> <p>Student Feedback Questionnaires Student Feedback meetings with Course Director and Year Head</p> <p>Staff feedback questionnaires All feedback is discussed and evaluated at Course Boards and reported upon in the Annual Course Report written by the Course Director. Items arising from meetings between the N.U.S. and Academic Directorate are reported to and evaluated by Course Boards. Students are represented on the Course Board</p> <p>Professional/Academic Monitoring</p> <p>External Examiner Reports External assessors are used to give professional benchmarking</p> <p>The Examination Board meets to consider marks, progression and awards</p> <p>Internal Monitoring</p> <p>Peer teaching observation Assessment Workshops A database of graduate destinations is kept and constantly updated. Graduates are regularly contacted to update their CVs Yearly Course Monitoring Meetings allow staff to comprehensively examine the Course in detail across disciplines, and its relationship to training and the profession at large.</p> <p>Staff Development All staff are encouraged and supported to undertake professional and academic development</p>
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Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final award classifications, are published widely. Students can access the University's Standard Assessment Regulations on commencing the course through the University's intranet, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

Differentiation of Awards

To qualify for a **Postgraduate Diploma** a student must successfully complete all required assessments and obtain 120 credits. The pass mark in all modules is 50%.

The award will be differentiated for achieving the following marks at the first sitting for Stage 2 modules equivalent to at least 120 credits:

Distinction	average mark of 70% or above
Commendation	average mark of 60 - 69%

To qualify for a **Master of Arts** degree a student must successfully complete all required assessments and obtain 180 credits. The pass mark in all modules is 50%

The award will be differentiated for achieving the following marks at the first sitting for Stage 3 modules equivalent to at least 60 credits:

Distinction	average mark of 70% or above
Commendation	average mark of 60 - 69%

External Examiners are appointed. Their work and responsibilities include:

- Ensure that the assessments are conducted in accordance with the approved assessment regulations.
- Attend the meeting of the Examination Board at which module marks are determined and ensure that those decisions have been reached by means which accord with the University's requirements and normal practice in higher education.
- See a sample of work of students across the full range of attainment, including failed work, in order to ensure that the standard of marking is appropriate.
- Have sufficient competence in the field or fields of study concerned.
- Where appropriate, to comment upon the design of the programme or programmes and their component parts.
- Report on the standards of student performance in the programme or programmes and on the comparability of those standards with the performance of students taking similar programmes in other UK higher education institutes.