| 1. Awarding body | University of Surrey |
| 2. Teaching institution (if different) | N/A |
| 3. Final award and programme/pathway title | MA Creative Practices & Direction (Actor Training)  
MA Creative Practices & Direction (Choreography & Movement Direction)  
MA Creative Practices & Direction (Directing)  
MA Creative Practices & Direction (Musical Theatre Creation)  
MA Creative Practices & Direction (Practices of Voice & Singing) |
| 4. Subsidiary award(s) and title(s) | Award | Title |
| | Postgraduate Diploma | Creative Practices & Direction (Actor Training)  
Creative Practices & Direction (Choreography & Movement Direction)  
Creative Practices & Direction (Directing)  
Creative Practices & Direction (Musical Theatre Creation)  
Creative Practices & Direction (Practices of Voice & Singing) |
| | Postgraduate Certificate | Creative Practices & Direction (Actor Training)  
Creative Practices & Direction (Choreography & Movement Direction)  
Creative Practices & Direction (Directing)  
Creative Practices & Direction (Musical Theatre Creation)  
Creative Practices & Direction (Practices of Voice & Singing) |
| 5. FHEQ Level | 7 |
| 6. Credits and ECTS credits | 180 UK credits, 90 ECTS credits |
| 7. Name of Professional, Statutory or Regulatory Body (PSRB) | N/A |
| 8. Mode of study and route code | Mode of study | Route code |
| | Full-time | Y |
| | Full-time with PTY | N |
| | Part-time | Y |
| | Distance learning | N |
| | Short course | N |
| 9. JACs code | |
| 10. QAA Subject benchmark statement (if applicable) | The programme is mapped against the generic level descriptors outlined in the Framework for Higher Education Qualifications (FHEQ). |
| 11. Other internal and / or external reference points | N/A |
| 12. Faculty and Department/School | Faculty of Arts and Social Sciences, School of Arts |
| 13. Programme Leader | Terrie Fender |
| 14. Date of production/revision of the specification | July 2016 |
15. **Educational aims of the programme**

- Provide advanced study and practice in creative leadership and direction in theatre-making and/or the training of theatre artists, specific to the pathway chosen.
- Equip students for employment in the theatre industry and/or related performing arts industries as specialist practitioners in one of the following areas: Actor Training, Directing, Movement Direction & Choreography, Musical Theatre Creation, Practices of Voice & Singing.
- Provide students with integrated practical and theoretical knowledge of specialist creative and/or pedagogic practices relevant to their chosen pathway; contemporary technical and scholarly contexts; and industry-specific contexts.
- Enable students to develop intellectual and practical skills to inform and articulate self-reflection and critical awareness, through specialist study and practice, and work with other students in cognate fields.
- Develop critical and independent practitioners imbued with a sense of learning as a lifetime pursuit via a commitment to professional and personal development.

16. **Programme learning outcomes** – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

**MA in Creative Practices & Direction**

- Understand critical, contextual, conceptual and ethical dimensions of creative practices, leadership and facilitation in theatre and performance practices.
- Articulate the practitioner’s relationship with key creative and production colleagues, performers, industry professionals and audiences.
- Comprehend the implications and potential for theatre and wider performing arts practices presented by key developments in creative processes, training and producing regimes, and contexts for preparation and production.
- Demonstrate an awareness of recent developments and specific techniques in the relevant specialist pathway.
- Generate ideas, concepts, proposals, processes, solutions and/or perspectives independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
- Employ both convergent and divergent thinking in processes of observation, investigation, speculative enquiry, conceptualisation, facilitation and/or making.
- Critically evaluate one’s knowledge and understanding of relevant performance/pedagogic practice.
- Interact effectively with others through collaboration, collective endeavour and negotiation.
- Demonstrate leadership skills, providing clarity and direction for others.
- Demonstrate competence with specialist creative/facilitative theatre and performing arts practices (specific to the pathway followed).

**Postgraduate Diploma in Creative Practices & Direction**

- Understand critical, contextual, conceptual and ethical dimensions of creative practices, leadership and facilitation in theatre and performance practices.
- Articulate the practitioner’s relationship with key creative and production colleagues, performers, industry professionals and audiences.
- Comprehend the implications and potential for theatre and wider performing arts practices presented by key developments in creative processes, training and producing regimes, and contexts for preparation and production.
- Demonstrate an awareness of recent developments and specific techniques in the relevant specialist pathway.
• Employ both convergent and divergent thinking in processes of observation, investigation, speculative enquiry, conceptualisation, facilitation and/or making.
• Interact effectively with others through collaboration, collective endeavour and negotiation.
• Demonstrate competence with specialist creative/facilitative theatre and performing arts practices (specific to the pathway followed).

Postgraduate Certificate in Creative Practices & Direction

• Understand critical, contextual, conceptual and ethical dimensions of creative practices, leadership and facilitation in theatre and performance practices.
• Articulate the practitioner’s relationship with key creative and production colleagues, performers, industry professionals and audiences.
• Generate ideas, concepts, proposals, processes, solutions and/or perspectives independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
• Demonstrate competence with specialist creative/facilitative theatre and performing arts practices (specific to the pathway followed).

Knowledge and understanding

1. Understand critical, contextual, conceptual and ethical dimensions of creative practices, leadership and facilitation in theatre and performance practices.
2. Articulate the practitioner’s relationship with key creative and production colleagues, performers, industry professionals and audiences.
3. Comprehend the implications and potential for theatre and wider performing arts practices presented by key developments in creative processes, training and producing regimes, and contexts for preparation and production.
4. Demonstrate an awareness of recent developments and specific techniques in the relevant specialist pathway.

Intellectual / cognitive skills

1. Generate ideas, concepts, proposals, processes, solutions and/or perspectives independently and/or collaboratively in response to set briefs and/or as self-initiated activity.
2. Employ both convergent and divergent thinking in processes of observation, investigation, speculative enquiry, conceptualisation, facilitation and/or making.
3. Critically evaluate one’s knowledge and understanding of relevant performance/pedagogic practice.
4. Manage and make appropriate use of the interaction between context, brief, planning, process, outcome and critical reflection.
5. Analyse information and experiences, formulate independent judgments, and articulate reasoned arguments through reflection, review and evaluation.
6. Source and research relevant material, assimilating and articulating relevant findings.
7. Formulate reasoned responses to the critical judgments of others.
8. Identify personal strengths and needs, and reflect on personal development, adapting plans accordingly.

Professional practical skills

1. Select, evaluate, adapt and make appropriate use of techniques, materials, processes and partnerships.
2. Develop ideas through to outcomes.
3. Demonstrate skills in communication, expression and facilitation.
4. Utilise appropriate discipline-specific languages to investigate, analyse, articulate and apply ideas.
5. Demonstrate competence with specialist creative/facilitative theatre and performing arts practices (specific to the pathway followed).
6. Present ideas and work to co-creators, performers, audiences and other stakeholders, as appropriate, in a range of situations.
7. Seek and respond to the views of others in the development or enhancement of their work.
8. Work in combination with others in relevant performing arts settings, demonstrating skills in teamwork, negotiation, organization, and decision-making.

Key / transferable skills

1. Interact effectively with others through collaboration, collective endeavor and negotiation.
2. Demonstrate leadership skills, providing clarity and direction for others.
3. Work effectively as part of a team and in pursuit of shared goals.
4. Study independently, set goals, manage own workloads and meet deadlines.
5. Anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
6. Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources.
7. Select and employ communication and information technologies.
8. Demonstrate resourcefulness and entrepreneurship.

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits and, additionally Master's dissertations 90 credits.

Credits achieved from completing the dissertation / final project module cannot be attributed to a subsidiary award. Students are unable to submit their dissertation until they have successfully completed their taught modules.

This programme is studied full-time over one academic year and part-time over two academic years. In order to achieve the principal award of an MA a student must complete 180 credits, with a minimum of 150 credits at FHEQ level 7 and the remainder at FHEQ level 6. Students are also eligible to exit the programme with the following subsidiary awards:

- PG Dip – 120 credits with a minimum of 90 credits at FHEQ level 7 and the remainder at FHEQ level 6
- PG Cert – 60 credits with a minimum of 45 credits at FHEQ level 7 and the remainder at FHEQ level 6

In order for students to progress they must achieve a minimum average of 50%.

All pathways

Students enter the MA Creative Practices and Direction to a specified pathway, personally supervised by their pathway leader, an expert in the subject area. All students take the following modules:

- Facilitating Creativity
- Research Methods for Practice
- Integrated Practice
- Specialist Techniques
- Personal Profile Development
Each of these modules has been designed to enable individual pathway-specific learning opportunities. Research and study on each of these modules is pathway specific and is overseen by the module convenor in liaison with the five pathway leaders. Assessment strategies have been designed to enable an appropriate assessment opportunity for each individual pathway.

**Actor Training pathway**

Students on this pathway also take the following modules:
- Interdisciplinary Pedagogies
- The Performing Body

**Movement Direction & Choreography pathway**

Students on this pathway also take the following modules:
- The Performing Body
- Interdisciplinary Pedagogies OR Dramaturgy (choice made at beginning of Semester 1)

Students on this pathway are advised to choose Interdisciplinary Pedagogies if their focus is on teaching techniques and their career trajectory may involve them working as a movement teacher. They are advised to choose Dramaturgy if their focus is on choreography and movement direction for professional theatre production.

**Practices of Voice & Singing pathway**

Students on this pathway also take the following modules:
- Interdisciplinary Pedagogies
- The Performing Body

**Directing pathway**

Students on this pathway also take the following modules:
- Dramaturgy
- Body

**Musical Theatre Creation pathway**

Students on this pathway also take the following modules:
- Dramaturgy
- The Performing Body OR Body (choice made at beginning of Semester 1)

Students on this pathway are advised to choose The Performing Body if their focus is on vocal and in particular singing technique, and their career trajectory will involve them working closely with singers in the realization of sung material. They are advised to choose Body if their focus is on the organisation of individuals and groups on stage and they are likely to work on staging dynamics in performance.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>CPDM001</td>
<td>Pedagogies</td>
<td>Compulsory for Actor Training and Practices of Voice &amp; Singing pathways.</td>
<td>15</td>
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<td></td>
<td>Optional for Movement Direction &amp; Choreography pathway.</td>
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<td>CPDM002</td>
<td>Dramaturgy</td>
<td>Compulsory for Directing and Musical Theatre Creation pathways.</td>
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<td>Optional for Movement Direction &amp; Choreography pathway.</td>
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<td>CPDM003</td>
<td>Training the Performing Body</td>
<td>Compulsory for Practice of Voice &amp; Singing and Actor Training pathways.</td>
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<td>CPDM004</td>
<td>Integrated Practice</td>
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<td>CPDM005</td>
<td>Specialist Techniques &amp; Performance</td>
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<tr>
<td>CPDM006</td>
<td>Personal Profile Development</td>
<td>Compulsory</td>
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<td>2</td>
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<td>CPDM007</td>
<td>Advanced Creative Practice</td>
<td>Compulsory 60 Summer</td>
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<td></td>
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<td>CPDM009</td>
<td>Principles of Collaboration</td>
<td>Compulsory</td>
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<td>CPDM010</td>
<td>Physical Performance</td>
<td>Compulsory for Movement Direction and Choreography, and Directing Pathways.</td>
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<td></td>
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<td>Optional for</td>
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<td>CPDM011</td>
<td>Technologies for Practice</td>
<td>Musical Theatre Creation pathway.</td>
<td>Compulsory</td>
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</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

One optional module (from a choice of 2) for Movement Direction & Choreography and Musical Theatre Creation pathways.

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

| Associate Tutor(s) / Guest Speakers/Visiting Academics | Yes |
| Professional Training Year (PTY) | N/A |
| Placement(s) (study or work that are not part of the PTY or Erasmus Scheme) | Yes |
| Clinical Placement(s) (that are not part of the PTY Scheme) | N/A |
| ERASMUS Study (that is not taken during Level P) | N/A |
| Study exchange(s) (that are not part of the ERASMUS Scheme) | N/A |
| Dual degree | N/A |

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)