



MODULE SPECIFICATION

| Part 1: Information | | | |
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| Module Title | Research and Practice | | |
| Module Code | UATAWX-60-M | Level | M |
| For implementation from | April 2019 | | |
| UWE Credit Rating | 60 | ECTS Credit Rating | 30 |
| Faculty | Arts, Creative Industries and Education | Field | BOVTS – Acting Field |
| Department | Acting | | |
| Contributes towards | MFA Professional Voice Studies | | |
| Module type: | Professional Practice | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>This module is designed to enable students to develop their own practice in i) coaching and teaching; and ii) research.</p> <p>The first term provides students with opportunities to analyse and compare different approaches to voice coaching and teaching practice. Approaches include those of Cicely Berry, Kristin Linklater, Patsy Rodenburg, Barbara Houseman, David and Rebecca Carey and Christina Shewell. Students are also provided with a variety of tools with which to analyse the voice and evaluate and select appropriate creative and technical approaches to coaching and teaching. A student/client-centred approach to coaching and teaching and an eclectic use of exercises and techniques appropriate to the person being coached/taught is actively encouraged. Promoting vocal health and sustainability is an important aspect of this module.</p> <p>The second and third terms provide both opportunities to coach/teach and an opportunity to research a voice related subject of the student's own choice. Coaching and teaching will take the form of one-to-one tutorials and/or group classes; and also production support. There will be opportunities to coach/teach voice, speech, text work and dialects. Most coaching/teaching opportunities will be made available within BOVTS. Production support will be on final year acting student productions at a variety of traditional and non-traditional theatre venues with professional directors.</p> <p>The opportunity to research a voice related subject of the student's choice will culminate in a presentation or performance of between 15-20 minutes Possible areas of research may include: an evaluation of a particular approach to voice coaching and how the student may use this approach in their own practice; an exploration of the student's creativity and/or technique in performance.</p> <p>The final term provides opportunities for further coaching/teaching experience and a second, more in-depth opportunity for research. The research will culminate in a 'practice-as-research' presentation or performance of between 20-30 minutes and a written reflective assessment of between 5-6,000 words.</p> |

Collaboration with BOVTS MA Directing, Design and BA, MA and FdA Professional Acting students as part of our 'Director's Cuts' season is actively encouraged in this final term.

Emphasis throughout this module is placed on the student's development as a voice practitioner both in terms of coaching/teaching and performance. Students are encouraged to research their own interests and are provided with one-to-one support and supervision in their chosen topics.

Teaching will be via practical sessions, seminars, coaching/teaching observations, coaching/teaching opportunities and individual tutorials.

Part 3: Assessment

Assessment is designed to provide opportunities for students to demonstrate their own developing voice practice in terms of coaching/teaching, and research.

Coaching/teaching practice will be assessed via observations by a course tutor and follow-up written feedback. A reflective journal of between 3-5,000 words will also be submitted. (Component A, 1). This journal is designed to provide opportunities for the student to reflect critically on their development as a voice coach/teacher and to make connections between all modules. Students will demonstrate an ability to analyse voices using a variety of tools and to be able to evaluate and select appropriate creative and technical approaches to the coaching and teaching of voice, speech, dialect and text work. Students should also demonstrate an ability to evaluate and select appropriate approaches which will promote vocal health and sustainability. Students will have opportunities within the module to submit their journal for feedback prior to final submission.

In term three a 'practice-as-research' presentation or performance in a subject of the student's choice will be given of between 15-20 minutes. This will be a formative assessment designed to prepare students for the final assessment in the fourth term.

In term four a 'practice-as-research' presentation in a second subject of the student's choice will be made – 20-30 minutes (Component A, 3) plus a written reflective assignment of between 5-6,000 words (Component A, 4). The written assignment is designed to enable students to demonstrate their ability to reflect critically on both the subject and the delivery of the presentation or performance.

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| Identify final timetabled piece of assessment (component and element) | |
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| % weighting between components A and B (Standard modules only) | A: | B: |
| | Pass/Fail | |

First Sit

| Component A (controlled conditions) | Element weighting (as % of component) |
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| Description of each element | |
| 1. Coaching/teaching observation by course tutor (Minimum of 3 hours) | Pass/Fail |
| 2. A reflective coaching and teaching journal (3000-5000 words) | Pass/Fail |
| 3. A practice-as-research presentation or performance - (20-30 minutes) | Pass/Fail |
| 4. A written reflective assessment 5-6,000 words | Pass/Fail |
| Component B | Element weighting (as % of component) |
| Description of each element | |
| Resit (further attendance at taught classes is not required) | |
| Component A (controlled conditions) | Element weighting (as % of component) |
| Description of each element | |

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| 1. Coaching/teaching observation by course tutor (Minimum of 3 hours) | Pass/Fail |
| 2. A reflective coaching and teaching journal (3000-5000 words) | Pass/Fail |
| 3. A practice-as-research presentation or performance (20-30 minutes) | Pass/Fail |
| 4. A written reflective assessment (5- 6,000 words) | Pass/Fail |
| Part 4: Teaching and Learning Methods | |
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate and select the work of a variety voice practitioners and apply this knowledge to coaching/teaching non-specialists e.g., acting students or other speakers (Component A1 & 2); 2. Analyse healthy voices using a variety of specialist skills in order to select appropriate creative and technical approaches for coaching/teaching purposes (Component A1 & 2); 3. Demonstrate a critical understanding of strategies for the promotion of healthy and sustainable vocal use (Component A1 & 2); 4. Synthesise the knowledge gained in this and other modules to develop the student's own coaching/teaching methods (Component A 1& 2); 5. Apply knowledge gained in other modules to develop the student's own practice (Component A, 1, 2 & 3); 6. Conduct post-graduate independent research using appropriate methods (Component A,1, 2 & 3). |
| Indicative Reading List | <p>Please follow the link for this module's reading list:</p> <p>https://uwe.rl.talis.com/lists/31184696-447D-49C7-FD64-D42A7BEF087C.html</p> |

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| First SUVP Approval Date | 17 th April 2018 | | | |
| Revision ASQC Approval Date | | Version | 1 | See APT Extension proposal dated 18/1/2018 |