

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	Bristol Old Vic Theatre School
Faculty responsible for programme	Faculty of Creative Arts
Programme accredited by	Not Applicable
Highest award title	Cert HE - Professional Theatre Acting
Default award title	Not Applicable
Interim award title	Not Applicable
Modular Scheme title (if different)	HLSS Undergraduate Modular Programme
UCAS code (or other coding system if relevant)	W41B17
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts.
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2004 Revised February 2008 Revised April 2011 (Noted at CAC – 23 May 2011)

Authorised by...

Date:...

Version Code

3 (April 2011)

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- To provide students with access to the necessary techniques, skills, tools, knowledge and understanding, for them to develop and exercise their talent, imagination and creativity to its greatest potential as a performer in the Arts and Entertainment Industry.
- To prepare students for professional performance.
- To provide a realistic "producing house" environment:
- To satisfy the criteria for professional and academic recognition.
- To provide some familiarity with and work-experience of television performance, production and recording techniques.
- To develop basic performing skills (voice, dance, movement, combat, tumbling, mime) to HE Certificate level.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

Students should be able to demonstrate the ability to:

1. apply creative imagination, emotion, concentration and spontaneity;
2. demonstrate the synthesis of technique and individuality and communicate confidently and expressively to an audience.

Teaching/learning methods and strategies:

Acquisition of 1 and 2 is achieved through the rehearsal and performance of a wide range of roles and texts in a training environment that reproduces professional practice.

Assessment:

This is achieved through ongoing monitoring, analysis and feedback on student's rehearsal processes and performance skills.

B Intellectual Skills

<p>B Intellectual Skills</p> <p>Students should be able to demonstrate:</p> <ol style="list-style-type: none">1. familiarity with and an understanding of dramatic texts ranging from Medieval plays, through Shakespeare and his contemporaries, Restoration, Eighteenth, Nineteenth and Twentieth Century to contemporary writing in Verse and prose for Theatre, Radio and Television.2. A facility for reading and interpreting texts and musical scores with accuracy, confidence and creative imagination;3. applied concentration and performance focus;4. the ability to conduct research, discuss and apply a knowledge and understanding of theatre history, social history and demonstrate an ongoing interest in cultural, artistic, political and social trends and developments.	<p>Teaching/learning methods and strategies</p> <p><i>This is achieved through class based lectures, tutorials, and individual research projects and presentations; ongoing classes and seminars in audition, sight reading, textual analysis and research skills and processes.</i></p> <p>Assessment</p> <p><i>This is achieved through analysis of students working methods and processes in rehearsal and performance, ongoing testing of reading and audition skills, and the application of background research and analysis in creative work. Assessment will focus on the development of the students breadth of knowledge and understanding, the facility to work quickly and accurately, and the assimilation of analytical processes.</i></p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>Students should be able to demonstrate:</p> <ol style="list-style-type: none">1. development of the individual voice in relation to posture and movement, as a flexible and dependable instrument of communication and characterization;2. Development of expertise in singing, musical and sight-reading skills required by actors.3. the ability to communicate character, emotion and narrative through movement;4. a good knowledge and understanding of technical vocabulary in relation to specified dance styles and to perform to a professional standard as choreographed and directed;5. the ability to maintain safety for self, other performers, stage management and audience in all staged combat encounters (whether theatre, studio or location) while creating a realistic sense of tension and potential danger in the fight and to fluently combine dialogue and action with balance, fluidity of movement and appropriate stance in relation to the specified weapons;6. the ability to command, hold and entertain audiences of paying customers in contrasting texts, styles, and periods and to study, learn, inhabit and bring to life the text through individual research and work on characterization and performance in addition to group work and rehearsal;7. the development and application of the appropriate skills, flexibility and technical knowledge for the rehearsal and performance of an ensemble presentation to a paying audience in a recognized venue.	<p><i>This is achieved through the establishment of basic core skills, techniques and processes in class, seminar and individual tutorial teaching, leading to a gradual progressive phased introduction of internal and public performance opportunities to encourage their assimilation and application. Particular attention is paid to the development of self reliance, self monitoring and the demonstration of initiative and creative individuality.</i></p> <p>Assessment</p> <p><i>Assessment is based on analysis of the students working methods and processes, their application and development, and the demonstration of the acquisition of related practical applied skills and techniques related to, and supportive of, their creative personality, and professional adaptability.</i></p>

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>Students should be able to demonstrate:</p> <ol style="list-style-type: none">1. the development of self-reliance, self-evaluation, self-discipline and individual responsibility, contributing to the success of a class, exercise or production and contributing to the well-being of the company;	<p>Teaching/learning methods and strategies</p> <p><i>This skill is developed through participation in a public production in a training environment that aims to replicate professional practice. Particular attention is paid to the ability to work as a member of a team, the demonstration of advanced responsibility and initiative in creative processes, and responsiveness to direction and guidance. Further skills are developed through lecture, seminar and audition tutorial, and the research and development of individual portfolios.</i></p> <p>Assessment</p> <p><i>Assessment is based on feedback and analysis from internal staff and external professional practitioners, using criteria and judgements based on current professional practice and standards. Written work that is required is assessed on the basis of thoroughness of research and demonstration of assimilation and understanding.</i></p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

ENTRY
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Year 1\Level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UATPA3-40-1 Specialised Vocal Development • UATPA4-40-1 Specialised Physical Development • UATPA5-40-1 Specialised Acting Techniques 	<p>Optional modules</p> <p>There are no optional modules for this stage of this award.</p>	<p>Awards:</p> <ul style="list-style-type: none"> • Target/highest: Cert HE • Default title: Not Applicable <p>Credit requirements</p> <p>Cert HE - 120</p>
	<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>		

→ GRADUATION

Section 5: Entry requirements

All applicants meet the University's minimum qualifications for admission, except where age, experience and alternative qualifications are contributory factors. There are no specified A Level subjects but the majority of applicants for the course have qualifications equivalent to those awarded at advanced level in secondary education in the UK. Others have acceptable equivalents.

The selection process is entirely through audition, workshop and interview.

All applicants attend a fifteen-minute one-to-two audition in either London or Bristol, the choice of venue being theirs. These initial interviews are informal, friendly and as stress-free as possible. Following these preliminaries, the applicants with the greatest potential are invited to Bristol for a "Weekend School" where final selections are made.

All applicants who have professional experience follow the same procedures but background and relevant professional experience are taken into consideration alongside talent and potential.

Section 6: Assessment Regulations

- a) **Wholly in accordance with MAR** 4
- b) **Approved MAR variant (insert variant)**
- c) **Non MAR**

Section 7: Student learning: distinctive features and support

- All classes are "calls" in the professional sense of the word and attendance is compulsory. The students' timetable commences at 8.45.am. and ends at 5.15.pm. following which they must prepare and privately rehearse text/music for the following day's work. There are breaks of 15 minutes at 10.15 and 11.30, of 75 minutes at 12.45, 15 minutes at 3.30. Learning text-in-progress and individual research/study is undertaken outside these contact sessions.
- All teaching is in the form of practical, individualized and intensive personal training and coaching by experienced practitioners;
- Teaching takes place in a realistic professional producing-house environment according to professional priorities and disciplines;
- Students on this award route work closely with students on other routes including the Stage Management Course, the Costume Course and the Design Course, reflecting their future professional relationships in the Industry;
- The Programmes are delivered with a Student/Staff ratio of 3:1 which allows a significant commitment to formative individual reflection, feedback and counselling about current performance - both formal and informal.
- The progress of each individual student is under constant scrutiny and review by means of a two-way process involving the student's own evaluation of his/her work and the guidance by permanent staff and regular guest tutors. Students swiftly develop skills of self-evaluation and awareness of those areas of training which require special help and reinforcement (which is given - both within and outside scheduled hours), extra rehearsal/practice time or greater individual effort.
- The overall pattern and progression of the BOVTS learning experience is made clear in the Student Handbooks for each award which are revised as appropriate to match changes in curriculum structure, etc.
- Students understand the learning outcomes of the courses on which they are studying. Highly motivated and keenly aware of the level of achievement required to pursue their individual ambitions, they choose to train at the School because of its reputation for providing intensive training for employment. They are "learning by doing" the work which they wish to pursue professionally.

- Students learn to work independently through practical project work and group exercises, assuming increasing responsibility for the quality of their work and for meeting production schedules;

Section 8 Reference points/benchmarks

- University teaching and learning policies.

The QAA subject benchmarks relevant to this programme were not referred to in the preparation of this specification, as they were not available at that time.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.