

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	National Council for Drama Training
Highest award title	BA - Professional Stage Management
Default award title	Not Applicable
Interim award title	Cert HE Professional Stage Management DPS Professional Stage Management
Modular Scheme title (if different)	Humanities Undergraduate Modular Programme
UCAS code (or other coding system if relevant)	W470
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts.
Valid from (insert date if appropriate)	September 2004 Revised February 2008
Authorised by...	Date:...
Periodic Curriculum Review	March 2013
Valid until	March 2019
Version Code	
2 (Feb 2008)	
<i>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</i>	

Section 2: Educational aims of the programme

- To provide students with a foundation in all major management, technical and craft skills found in theatre, television or radio production departments.
- To develop through practical application students' abilities and confidence to lead or be part of a team working on productions, to learn to communicate and interact within production departments and to execute their own role effectively.
- To provide a suitable environment where students can explore, reflect on and develop their own role and attitudes to the work of creative, support and management departments.
- To enable students to develop self-management skills and to learn to transfer skills gained to new and changing situations and contexts.
- To introduce students to other branches of the Entertainment Industry to indicate potential future areas of employment.
- To equip students for direct employment at assistant level in theatre, television or radio production departments.

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
<p>A Knowledge and understanding of:</p> <p>On completion of this award a successful student will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a familiarity with and an understanding of current theatre, television and radio drama technology; 2. show familiarity with the range of other employment available in the Arts and Entertainment Industry. 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of skill 1 is through practical classes and technical production roles on theatre performances & recordings. Acquisition of skill 2 is through classes introducing other areas of work, contact with non-theatre employers and application of theatre & recorded media skills to non-traditional situations.</p> <p>Assessment:</p> <p>Assessment of these skills is achieved by testing the student's knowledge in undertaking technical production roles, feedback from placements, employer contacts and other production experience.</p>

B Intellectual Skills

<p>B Intellectual Skills:</p> <p>On completion of this award a successful student will be able to:</p> <ol style="list-style-type: none"> 1. examine systematically and evaluate critically a wide range of craft, technical and managerial issues and problems and develop a range of realistic solutions; 2. tackle problems and seek out solutions in a cost-effective and safe manner; 3. be able to take responsibility and work under their own initiative; 4. initiate projects as an individual and/or as a member of a team, to produce work in recorded media to broadcast standard. 	<p>Teaching/learning methods and strategies:</p> <p>All aspects of the course require students to undertake production roles in which skills 1, 2 & 3 are acquired.</p> <p>Assessment:</p> <p>These skills are assessed through the evaluation of a student's performance in undertaking production roles and responsibilities which require a complex mix of these skills set in a professional theatre, television or radio context.</p>
---	--

C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills:</p> <p>On completion of this award a successful student will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate the necessary skills and expertise for a career in stage management and/or equivalent function in radio, television or recording moving from first job through to head of department without further training. 	<p>Teaching/learning methods and strategies:</p> <p>This skill is acquired through classes and workshops at Level 1, practical production experience at Levels 2 and 3.</p> <p>Assessment:</p> <p>This skill is assessed by the evaluation of a student's ability in a range of stage management and technical roles against professional standards.</p>
---	--

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes:</p> <p>On completion of this award a successful student will be able to:</p> <ol style="list-style-type: none"> 2. engage in direct employment at assistant level in theatre, television or radio production departments; 3. show familiarity with and feel comfortable working on professional theatre, television and radio productions or for a professional theatre, television or radio organisation; 4. work to defined financial limits, be familiar with handling cash and materials ordering systems; 	<p>Teaching/learning methods and strategies:</p> <p>These skills are acquired through the practical application of skills acquired at Level 1 on Level 2 and 3 public theatre productions and television and radio recordings including budget responsibility. In addition acquisition of skill 2 is through placements at Level 3 as well as School productions and recordings.</p> <p>Assessment:</p> <p>These skills are assessed through the evaluation of students' abilities against professional standards whilst undertaking a range of production roles at Levels 2 and 3.</p>
---	---

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	Year 1\Level 1	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UAMPC3-40-1 Stage Management • UAMPC4-20-1 Prop Making Materials and Processes • UAMPC5-20-1 Scenic Construction – Materials and Processes • UAMPC6-20-1 Principle and Practice of Performance Lighting • UAMPC7-20-1 Principles and Practice of Sound Production 	Optional modules	Interim Awards:
		<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>	There are no optional modules for this stage of this award.	Cert HE Professional Stage Management.
	Year 2\Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UAMPC8-30-2 Stage and Technical Management in Performance • UAMPC9-30-2 Departmental Management • UAMPD3-30-2 Technical Operation • UAMPD4-30-2 Recorded Media 	Optional modules	Prerequisite requirements
	<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>	There are no optional modules for this stage of this award.	Minimum credit/module requirements: 120	Interim Awards: DPS Professional Stage Management.
Year out	<p><i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> Not Applicable</p>			

Year 3 Level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UAPMPD5-40-3 Head of Department A • UAMPD7-20-3 Preparing for Employment 	<p>Optional modules</p> <p>Students may choose either:</p> <ul style="list-style-type: none"> • UAMPD6-40-3 Recording Project <p>Or</p> <ul style="list-style-type: none"> • UAMPF5-40-3 Head of Department B 	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> • Minimum credit/module requirements: 240 • Other: None
	<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>		<p>Awards:</p> <ul style="list-style-type: none"> • Target/highest: BA Professional Stage Management • Default title: Not Applicable <p>Credit requirements BA - 340</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 three-year courses have A Level qualifications. Others have acceptable equivalents.

The selection process is entirely through interview.

All applicants attend a thirty-minute one-to-two audition in Bristol. These initial interviews are informal, friendly and as stress-free as possible.

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 9:30 a.m. and ends at 5:30 p.m. 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 each award route work closely with students on all other routes including 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 5:1 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 class/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. They also see the success of graduating students in achieving their immediate goal of finding employment in the field.
- 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;

In their final year students are working to professional standards and deadlines with that work presented to peers, potential employers and the paying public.

Section 8 Reference points/benchmarks

- University teaching and learning policies.
- Employer interaction/feedback.
- Draft QAA subject benchmarks relevant to this programme. These were only available in draft form when this specification was prepared.

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.