

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	UWE
<b>Teaching institution</b>	Bristol Old Vic Theatre School
<b>Faculty responsible for programme</b>	Arts, Creative Industries and Education
<b>Programme accredited by</b>	Not Applicable
<b>Highest award title</b>	MA in Drama Directing
<b>Default award title</b>	Not Applicable
<b>Interim award title</b>	Not Applicable
<b>Modular Scheme title (if different)</b>	Bristol Old Vic Theatre School Modular Scheme W42A12 (PT code W42A42)
<b>UCAS code (or other coding system if relevant)</b>	
<b>Relevant QAA subject benchmarking group(s)</b>	Dance, Drama and Performance Arts
<b>Valid from (insert date if appropriate)</b>	April 2008
Periodic Curriculum Review	March 2013
<b>On-going/valid until</b>	<b>March 2019</b>
<b>Authorised by:...</b>	<b>Date:...</b>
<b>Authorised by:...</b>	PAC 18/06/07
<b>Version Code</b>	
<b>Version Code</b>	1

*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 stimulate and apply the creativity of the individual through the constructive examination of dramatic texts and their relationship, as appropriate, to the visual, musical and choreographic arts.
- To stimulate the intellectual and self-evaluative capacity of the individual and to prepare her or him to make an innovative and creative contribution as a director in the Arts and Entertainment Industry.
- To examine the role and responsibilities of the director by practical attachment to productions and recordings in the School's repertoire and also in a range of specific contexts and realistic scenarios and to develop the strengths of the individual as a reflective practitioner;
- To enable the student to select, cast, pre-produce, rehearse and realise a successful public production.
- To provide the student with a 'producing house' environment in which all performance and technical skills are being taught and exercised, enabling her/him to work closely with actors, designers and other production students at all stages of their training and to strive to improve his/her knowledge, skill and understanding in all 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

#### A Knowledge and understanding of:

1. The discipline, attitude, skills, working practices, responsibilities and conduct required of a professional theatre director.
2. The basic structures of mounting a theatrical production in both main house and touring format.
3. The processes of play selection and casting.
4. Rehearsal techniques and methods.
5. The skills, talents and problems of all contributory practitioners and appropriate vocabularies of communication with the whole range of specialists engaged in a production.
6. Audience profiles and the selection of an appropriate repertoire.
7. Venue licensing with regard to health and safety and public liabilities.
8. Fund-raising, marketing and publicity, estimating costs and systems of budgetary control.
9. The application of the above skills to other media, in particular radio and television drama.

#### Teaching/learning methods and strategies:

Teaching and learning takes place through:

- Tutor-led, student-led and self-directed study and project work.
- Assisting in the direction of public productions and drama recordings.
  - Undertaking direction of students for in-School training exercises.
  - Observing and participating in classes for performers and technicians across all disciplines.
  - Selecting, casting, rehearsing and presenting a production as a part of the School's public repertoire.
- Professional secondments
- Use of theatre-specific and generic technology and resources in allied media

Students will experience both tutor-led learning, including the participation of professional practitioners, and self-directed methods of learning, reflecting increasing independence and encouraging positive attitudes towards life-long learning. The acquisition of knowledge, skills and understanding is developed through processes of research, action, reflection and evaluation. Practical learning involves active participation in the process of creating public productions and drama recordings.

**Assessment:** is made through theoretical and practical project work and management, enabling students to demonstrate their level of attainment and full range of abilities and skills. In addition to tutor assessment, opportunities are provided for self and peer-assessment. Assessments are reliable and clear criteria for marking and grading, which are made explicit to students, are employed.

## B Intellectual Skills

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. To develop creative and imaginative skills with reflective and independent thinking, involving the ability to conduct textual, historical and social research, synthesise and organise material, critically evaluate its significance and communicate it in an appropriate manner.</li> <li>2. To manage creative, personal and interpersonal issues and goals, and to sustain concentration and focus for extended periods.</li> <li>3. To visualise written texts in performance and effect transitions from page to stage.</li> <li>4. To appreciate the research, organisation of source material and creative leadership implicit in the production of devised performance, or performance in other media.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Students' intellectual skills are developed through guided analysis and realisation of theoretical and practical project work, and their interaction with the creative, performing and production teams.</p> <p><b>Assessment</b></p> <p>Assessment will be through analysis of a student's working practice and project work.</p>
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## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b>  - able to: ...</p> <ol style="list-style-type: none"> <li>1. Use information technology such as word processing, electronic mail and spreadsheets.</li> <li>2. Describe, interpret and evaluate performance texts, production techniques and disciplines and to engage creatively and critically with a range of theoretical perspectives.</li> <li>3. Be able to engage creatively and critically with the skills and processes of production, design and rehearsal by which performance is created, and have an ability to select, refine and present these in production.</li> <li>4. Demonstrate the necessary qualities of creative leadership, being sensitive to the value and creative contribution of others.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Working with the head of course and designers. Practical classes and self-study followed by practical application on productions to a professional standard.</p> <p><b>Assessment</b></p> <p>Skills are assessed at the end of each theoretical/practical project work module.</p>
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### D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p>The transferable skills of the students will be those much sought after in other environments such as business and commerce. These skills include those of leadership, communication (written, oral and performance), research and analysis, the ability to work independently, interpersonally and in groups, to deadlines and under pressure, with flexibility, imagination, self-motivation and organisation.</p> <p>Graduates will have a clear understanding of systems of financial control, arts marketing, publicity and printing, the legal and contractual agreements pertaining to public production and recordings and the regulations regarding health and safety and public liability.</p> <p>They will be able to work to given project budgets and other constraints and be able to present themselves constructively to employers.</p>	<p>These skills are developed throughout the theoretical and practical project work, secondments with professional theatre companies, and intensive interview feedback.</p> <p>Assessment on project work, feedback from secondment mentors, visiting tutors and interviewers</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

<b>ENTRY</b>	<b>Summer and Autumn Terms</b>	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UATPG3-40-M Assistant Director - Theatre</li> <li>• UATPH7-40-M Director/Designer Projects</li> <li>• UATPG4 -40-M Assistant Director – Radio/Television</li> </ul>	<b>Optional modules</b>  There are no optional modules for this award.	<b>Interim Awards:</b>  There are no interim awards under this award scheme.
		<b>Core modules</b> There are no core modules for this award.		
	<b>Spring and Summer Terms</b>	<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• UATPH8-20-M Introduction for Employment for Directors</li> <li>• UATPG5-40-M Directing a Production</li> </ul>	<b>Optional modules</b>  There are no optional modules for this award.	<b>Awards:</b> <ul style="list-style-type: none"> <li>• Target/highest</li> <li>• MA Drama Directing.</li> <li>• Default title – There is no default title under this award scheme.</li> </ul> <b>Credit requirements</b> <ul style="list-style-type: none"> <li>• MA – 180 credits</li> </ul>
		<b>Core modules</b> There are no core modules for this award.		

--- GRADUATION

## Section 5: Entry requirements

Normally, successful candidates will have a first degree in Drama or English and it is essential that they have proven professional experience in one or more capacities within the entertainment industry, normally as a performer or in stage management. They should have a good command of the English language a clear understanding of theatre or other production and individual creative ambitions. Applicants will be interviewed by two members of staff, including the Head of Course.

## Section 6:

### Regulations

A: Approved to University Regulations and Procedures

B: Approved variant to University Academic Regulations and Procedures:-  
That all programmes delivered by Bristol Old Vic Theatre School (BOVTS) that lead to a UWE award are limited to pass. Academic Board 4<sup>th</sup> July 2018

## Section 7: Student learning: distinctive features and support

The programme is practical and career focussed. It is integrated with the school's other programmes during productions, as well as within the professional environment, as some performances take place in local professional theatres or recording studios. The programme features a high level of one-to-one teaching by specialist professionals and work is realised for professional standard performances. The students are assessed against professional standards.

## Section 8 Reference points/benchmarks

- *Subject benchmarks* QAA: Dance, Drama and Performance Arts
- The programme is referenced against current professional practice in the subject area and is consistent with the Bristol Old Vic Theatre School's approaches to teaching and learning.

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.