University of the West of England

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	Bristol Old Vic Theatre School / Bristol Business School
Faculty responsible for programme	Faculty of Creative Arts
Programme accredited by	N/a
Highest award title	PG Dip Theatre Arts Management
Default award title	N/a
Interim award title	N/a
Modular Scheme title (if different)	N/a
UCAS code (or other coding system if relevant)	N/a
Relevant QAA subject benchmarking group(s)	Business and Management / Dance, drama and Performance Arts
Valid from (insert date if appropriate)	1 September 2007 Revised Feb 2008
Periodic Curriculum Review **On-going/valid until**	March 2013
Authorised by…	**Date:…**

Version Code *2 (Feb 2008)*

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

The programme aims to provide a flexible comprehensive educational and training programme at postgraduate level for students seeking to follow a theatre arts management career.

The programme aims to provide the students with:

- Knowledge and critical awareness of the academic discipline and professional practice of management
- A comprehensive understanding of techniques applicable to the management of theatre organisations and production.
- Originality in the application of knowledge, and practical understanding of how established techniques of research are used to create and interpret knowledge in management.
- Conceptual understanding to critically evaluate current research, methodologies and scholarship, and propose creative solutions in the discipline of theatre arts management.
- The transferable skills necessary for employment, requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable theatre arts management situations.
- A practical understanding of the nature of theatre arts management and the knowledge and skills to undertake a successful career in theatre arts management

On completion of the programme students will be able to:

- Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialists.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level
- Continue to advance their knowledge and understanding, and to develop new skills to a high level
- Be prepared for, engage and develop a successful career in professional theatre arts management

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 will be taught both the theory of the academic discipline and its practice as it applies to Theatre Arts Management through learning activities at Bristol Business School and Bristol Old Vic Theatre School. Teaching at the former is through taught classes and projects, at the latter through taught classes and practical engagement with Theatre Management activities.
1. Markets and customers: the development and operation of markets for resources, goods and services; customer expectations, service and orientation.	Acquisition of 1 is through Meeting Customer Needs and Audience Communications, Development and Management.
2. The impact of environmental forces on organisations including legal systems; ethical, social, economic and technological change issues;	Acquisition of 2 is through Managing Finance and Information, People and Organisations, Meeting Customer Needs, and Strategic Analysis, Running the Business, Management of Theatre Production

3. The concepts, processes and institutions in the production and marketing of goods and/or services; the management of resources and operations	Acquisition of 3 is through Management of Theatre Production, Meeting Customer Needs, Managing Finance and Information, Running the Business, and Audience Communications, Development and Management
4. The financing of the business enterprise or other forms of organisations: sources, uses and management of finance; use of accounting for managerial applications	Acquisition of 4 is through Managing Finance and Information, and Running the Business
5. The management and development of people within organisations and Human Resource Management	Acquisition of 5 is through People and Organisations, Management of Theatre Production, and Running the Business
6. The development, management and use of information systems and their impact on organisations;	Acquisition of 6 is through Managing Finance and Information
7. The development of appropriate business policies and strategies within a changing environment to meet stakeholder interests	Acquisition of 7 is through Strategic Analysis and Running the Business
8. Discussion of a range of contemporary and pervasive issues that may change over time. Illustrative examples may include Health and Safety legislation, sources of Arts funding, or production technologies	Acquisition of 8 is through Strategic Analysis Management of Theatre Production, Running the Business

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
1. cognitive skills of critical thinking, analysis and synthesis (includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately)	Intellectual skills 1 and 2 are developed through all modules, in particular Strategic Analysis, and Running the Business
2. effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems; the ability to create, identify and evaluate options	while intellectual skills 3 are developed through modules; Management of Theatre Production, Managing Finance and Information and Running the Business. Learning is developed through a range of projects and practical theatre management situations.
3. numeracy and quantitative skills including the use of models of business situations	**Assessment** A variety of assessment methods are employed. Some/all test a learner's ability to demonstrate skills 1-3 through examination, assignments or projects.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies – Subject/Professional/Practice skills are developed through all modules. The subject specific skills in Theatre Arts Management are acquired through working in practical situations and roles on theatre productions or within a producing theatre environment.
1. effective use of Communication and Information Technology (CIT) 2. effective communication both oral and written, using a range of media, including the preparation of business reports 3. effective performance within a team environment 4. interpersonal skills of effective listening, negotiating and persuasion 5. the ability to conduct research into business and management issues 6. ability to engage in a professional theatre arts environment	**Assessment** Skills 1, 2, 3, 4 and 5 are assessed through all modules. Skill 6 is assessed through BOVTS modules Management of Theatre Production, Audience Communications, Development and Management, and Running the Business.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies Acquired through project based work through BBS and practical engagement in a producing theatre environment at BOVTS. Skills 1,2 and 3 are developed through all modules.
1. show effective self-management and the ability to continue learning 2. show self-awareness and sensitivity to diversity in people and different situations 3. learn through reflection on practice and experience	**Assessment** Skills 1, 2 and 3 are assessed in all modules.

Section 4: Programme structure

ENTRY		Core modules – 15 credits each- (BBS modules)	Optional modules NONE	Interim Awards: NONE
	Diploma level	• People and Organisations UMOCQW-15-M • Managing Finance and Information UMACQU-15-M • Meeting Customer Needs UMKCQT-15-M • Strategic Analysis UMSCQV-15-M 20 credits each- (BOVTS modules) • UAMPF6-20-M Management of Theatre Production • UAMPF7-20-M Audience Communications, Management and Development • UAMPF8-20-M Running the Business		**Awards:** • Target/highest PG Dip in Theatre Arts Management • **Credit requirements** 120 from modules within the programme

Section 5: Entry requirements

At least three years professional theatre or arts experience, and normally professional training within a drama school at undergraduate level, or an arts degree or equivalent qualification.

All applicants will be interviewed prior to acceptance.

Section 6: Assessment 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 4th July 2018

Section 7: Student learning: distinctive features and support

The programme reflects Bristol Business School's, the HLSS faculty and Bristol Old Vic Theatre School's Teaching and Learning Strategy, and in particular emphasises:

*   The development of autonomous learners
*   Conservatoire standard training in Theatre Arts Management within a professional and business school environment
*   Provision of learning opportunities that are personally and professionally relevant and quality assured
*   The maintenance of a supportive learning environment
*   The provision of continuing professional development opportunities for all staff within a culture of reflective practice

CURRICULUM DESIGN CONTENT AND ORGANISATION

The programme uniquely combines management education in a business school with professional arts training in a producing theatre and drama school environment.

It has clear industry relevance and leads to defined career outcomes.

TEACHING LEARNING AND ASSESSMENT

The programme is embedded within the values and practices espoused in the faculty's Teaching and Learning and Assessment strategy where students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply this within the wider environment.

These overall aims are achieved through the use of a variety of teaching, learning and assessment processes and a strong emphasis on the application of learning within the student's own workplace environment.   The primary mode of assessment within the programme is through assignments normally based on research within the student's own workplace and industry, and this reflects the core values underlying the programme in terms of relevance, applicability and wider contribution to managing work-based issues.

The programme includes guided learning (lectures, exercises, case-study work, web-based learning and guided discussions), group learning (small and large group discussions, self-managed support groups) and independent learning throughout with a strong emphasis on working in a critical way with theory and empirical research sources.   For most BBS modules the level of direct face-to-face teaching contact accounts for one-sixth of the hours associated with the module, the remaining hours being devoted to tutor-guided and independent reading and research, structured activities including application within the workplace, and assessment preparation, implementation and completion.
For BOVTS based modules, students have continuous access to professional staff as needed, specialist classes and interaction with industry professionals, and opportunities to research and test judgements and learning in professional theatre organisations.

Subject specific, professional and transferable skills are developed within classroom-based and independent learning activities. Most modules assess a variety of skills, either directly or indirectly through the assessment work for the module. Assessments are chosen to examine student's ability to integrate theory and practice, and to think critically in relation to theory, empirical research and practice.   Assessments follow the guidelines within the UWE Modular Scheme Assessment Regulations.

LEARNING RESOURCES
All modules have paper-based teaching and learning resources, set texts, and guidance on access and using journals papers and web-based sources.   There is a strong emphasis on using the resources provided by the UWE Library and ICT facilities. At BOVTS, there is access to professional theatre departments and specialist staff. Students are encouraged and guided to make their own industry contacts from the wide range of organisations with which the Theatre School has links.

STUDENT SUPPORT AND GUIDANCE
Student support is provided through the programme management teams at BBS and BOVTS. Module leaders are the initial point of contact for all issues relating to content and learning processes.
Students are based and enrolled at BOVTS which is affiliated to the Conservatoire for Dance and Drama.

Quality is assured through the systems in place with HLSS faculty, of which BOVTS is an associate school.   Feedback is sought on a regular basis and information on resulting actions are communicated to students and staff.

Section 8 Reference points/benchmarks

The programme design reflects:

*   *Subject benchmarks (QAA Unit in Business and Management – and Dance, Drama and Performance Arts)*
*   *Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001*
*   *The University's Mission Statement (UWE)*
*   *CDD / BOVTS teaching and learning strategy*
*   *University teaching and learning policies: Bristol Business School Teaching and Learning Strategy*
*   *Bristol Business School Review of Postgraduate Programmes 2001*

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. Other sources of information are:

*   QAA Subject Review 2000
*   Prospectus
*   Student Handbook