

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 Acting
Default award title	Not Applicable
Interim award title	Cert HE Professional Theatre Acting
Modular Scheme title (if different)	Humanities Undergraduate Modular Programme
UCAS code (or other coding system if relevant)	W410
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts.
Valid from (insert date if appropriate)	September 2004 Updated Feb 2008
Periodic Curriculum Review	March 2013
On-going/valid until	
Authorised by...	Date:...
Version Code	
3 (Feb 2008))	

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 equip students with the essential life-support systems to enable them to follow their own ambitions and, as far as possible, the career-path of their choice.
- To provide a realistic “producing house” environment:
- To maintain close and ever-extending contacts and integrated training with all areas of the Industry.
- To satisfy the criteria for professional and academic recognition.
- To provide appropriate skills and realistic work-experience in the fields of Children’s Theatre Touring, Theatre-in-Education Touring and Community Theatre Touring.
- To provide basic Stage Management, Costume Maintenance, Scenery Maintenance, Props Maintenance and Electrical skills to a level required of professional performers in the above fields of employment.
- To provide additional familiarity with and work-experience of a broad range of radio and television performance, production and recording techniques.
- To develop basic performing skills (voice, dance, movement, combat, tumbling, mime) to a level appropriate to a degree award and to prepare the individual for the broadest possible variety of employment.

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, whether in theatre, radio/television/film studios or on location;
3. obtain and successfully undertake employment in professional acting including theatre, musical theatre, radio, television, commercials, film, corporate presentations, role-play, and TV commercials.

Teaching/learning methods and strategies:

Acquisition of Skills 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. Acquisition of Skill 3 is achieved through preparatory classes, seminars and audition tutorials in self-presentation, marketing and professional practice.

Assessment:

Assessment of these skills is achieved through ongoing monitoring, analysis and feedback on student’s rehearsal processes and performance skills; and through the assimilation of the guidance and informed judgements of an extensive range of external professional practitioners and potential employers. Assessment will focus on the development of self-reliance and initiative in creative growth and business strategies.

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, Television or Film;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>Acquisition of these skills 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.</p> <p>Assessment:</p> <p>Assessment of these skills 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 student's breadth of knowledge and understanding, the facility to work quickly and accurately, and the assimilation of analytical processes.</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. expertise in singing, musical and sight-reading skills required by actors in musical theatre productions with and without the use of microphones; 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 ability to perform in a wide range of venues, communicating clearly with audiences of differing sizes, ages and types; 8. the ability to operate as a member of a typical Children's Theatre Company touring and presenting a minimum of two performances daily (in line with Equity Contract terms and conditions); 9. the ability to employ performance techniques as educative tools, to work effectively as a member of a typical Theatre-in-Education Touring Company (in accordance with Equity Contract terms and conditions); 10. development of appropriate skills coupled with the personal flexibility required to adapt her or his performance to a wide range of audiences and in circumstances ranging from fully-equipped theatres to small arts centers, village halls and the open air as may be 	<p>Acquisition of these skills 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.</p> <p>Assessment:</p> <p>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.</p>

<p>encountered as a member of a typical Community Theatre Touring Company;</p> <p>11. the acquisition of basic Stage Management, Costume Maintenance, Scenery Maintenance, Props Maintenance and Electrical Skills;</p> <p>12. skills to a level required of professional performers in all of the above fields of employment;</p> <p>13. a level of applied Performance Skills appropriate to degree level.</p>	
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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; 2. the development of flexibility and the ability to adapt to widely varying audiences and circumstances; 3. the development of initial and long-term business, financial and career-support systems; 4. the ability to deal clearly and firmly with agents and personal managers; 5. the ability to produce an individual business plan projecting the construction of a sound financial base to support the freedom to pursue personal ambition and career development; 6. an understanding of the function of and services provided by Equity Contractual terms, conditions, requirements and obligations and relationships with and responsibilities of Agents and Personal Managers. 	<p>Teaching/learning methods and strategies:</p> <p>Skills 1 and 2 are developed through participation in public productions 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. Skills 3-6 are developed through lecture, seminar and audition tutorial, and the research and development of individual portfolios and written business and career strategies.</p> <p>Assessment:</p> <p>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 is assessed on the basis of thoroughness of research, demonstration of assimilation and understanding, and clarity of strategic accuracy and practicality.</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

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 	Optional modules	Interim Awards:
	<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>		
Year 2\Level 2	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UATPA6-30-2 Children's Theatre Touring • UATPA7-10-2 Radio and Television Production 1 • UATPA8-30-2 Theatre in Education Touring • UATPA9-30-2 Community Theatre Touring/Supporting Performances - Understudy 	Optional modules	Prerequisite requirements
	<p>Core modules</p> <p>There are no core modules for this stage of this award.</p>		
Year out	<p><i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i></p> <p>Not Applicable for this award.</p>		
Year 3\Level 3	<p>Compulsory modules</p> <ul style="list-style-type: none"> • UATPB3-40-3 Main House Public Productions • UATPB4-20-3 Radio and Television Production 2 • UATPB5-30-3 Showcase Productions Bristol/London • UATPB6-30-3 Self Presentation Marketing/Career Management 	Optional modules	Prerequisite requirements
		<p>There are no optional modules for this stage of this award.</p>	<ul style="list-style-type: none"> • Minimum credit/module requirements: 220 • 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 • Default title: Not Applicable <p>Credit requirements</p> <ul style="list-style-type: none"> • BA - 340
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— 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 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: 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

- 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 7.00.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 and 5.15. 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 each award route work closely with students on all other routes including the Wardrobe Course and the Design Course, reflecting their future professional relationships in the Industry;
- The Programmes are delivered with a Student/Staff ratio of 4:1 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. 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.

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.