

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	Bristol Old Vic Theatre School
Faculty responsible for programme	Creative Arts
Programme accredited by	National Council for Drama Training
Highest award title	Foundation Degree in Professional Acting
Default award title	N/a
Interim award title	Cert HE Professional Acting
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts
Valid from (insert date if appropriate)	September 2009
Periodic Curriculum Review	March 2013
On-going/valid until	March 2019
Authorised by...	Date:...

Version Code 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 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 potential as a performer in the Arts and Entertainment Industry.
- To provide a realistic “producing house” learning environment.
- To prepare students for professional performance and sustainable careers.
- To maintain close and ever-extending contacts and integrated training with other relevant areas of the Industry.
- To satisfy the criteria for professional and academic recognition.
- To provide appropriate skills and realistic work-experience in the field of theatre performance to a wide range of audiences.
- To provide additional familiarity with and work-experience of radio and television performance techniques.
- To develop basic performing skills (voice, dance, movement, combat, tumbling, mime) to a level appropriate to a foundation degree award and to prepare the individual for a wide variety of employment.
- To equip students for direct employment or for further study at BA Hons 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:

On completion of this award, a successful student will be able to:

1. demonstrate 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. demonstrate a facility for reading and interpreting texts and musical scores
3. demonstrate applied concentration and performance focus;
4. discuss and apply a knowledge and understanding of theatre history, social history.
5. Have a knowledge of the structure and processes involved in dramatic production.

Teaching/learning methods and strategies:

These skills are acquired through the classes, workshops, rehearsal and performance of a range of roles and texts in a training environment that reproduces professional practice.

Assessment:

Assessment of these skills is achieved through ongoing monitoring, analysis and feedback on student’s class, workshop, 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.

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. Evaluate and interpret character, plot and structure from a range of dramatic texts2. Engage with the artistic requirements and interpretation of the production3. Research and explore how to communicate a given role to an audience4. Analyse and translate the different needs of stage, screen or radio performance	<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.</p> <p>Assessment will focus on the development of the student's breadth of knowledge and understanding, the facility to work quickly and accurately.</p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies:
<p>On completion of this award, a successful student will be able to:</p> <ol style="list-style-type: none">1. demonstrate development of the individual voice in relation to posture and movement, as a flexible and dependable instrument of communication and characterisation;2. demonstrate performance skills in singing, required by actors in musical theatre productions with and without the use of microphones;3. demonstrate the ability to communicate character, emotion and narrative through movement;4. use the technical vocabulary in relation to specified dance styles and to perform to a professional standard as choreographed and directed;5. maintain safety for self and other performers, and audience in staged combat.6. 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 work on characterisation and performance and in group rehearsal.7. Demonstrate competence in extending the above performance skills to recorded media.	<p>Acquisition of these skills is achieved through the establishment of basic core skills, techniques and processes in class, workshop 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>

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <p>- On completion of this award, a successful student will have acquired the following transferable skills:</p> <ol style="list-style-type: none">1. self-reliance, self-evaluation, self-discipline and individual responsibility,2. flexibility and the ability to adapt to widely varying audiences and circumstances;3. career planning and negotiation with employers4. effective communication5. ability to work in a team	<p>Teaching/learning methods and strategies</p> <p>These skills 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 responsibility and initiative in creative processes, and responsiveness to direction and guidance.</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.</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	level 1	Compulsory modules <ul style="list-style-type: none"> • UATPA3-40-1 • UATPA4-40-1 • UATPA5-40-1 	Optional modules <ul style="list-style-type: none"> • There are no optional modules for this stage of this award. 	Interim Awards: Cert HE Professional Acting <ul style="list-style-type: none"> • Credit requirements 120
		Core modules <ul style="list-style-type: none"> • There are no core modules for this stage of this award 		
	level 2	Compulsory modules New Modules: UATA93-40-2 Public Theatre Productions – 40 credits UATA8X-40-2 Recorded Media Production – 40 credits UATA8Y-40-2 Summer Showcase – 40 credits	Optional modules <ul style="list-style-type: none"> • There are no optional modules for this stage of this award. 	Awards: <ul style="list-style-type: none"> • Target/highest: Foundation Degree in Professional Acting • Credit requirements 240
		Core modules <ul style="list-style-type: none"> • There are no core modules for this stage of this award 		

--- 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 will have A Level / BTEC ND qualifications. Others have acceptable equivalents.

The selection process is entirely through audition, workshop and interview. All applicants are seen.

All applicants attend a fifteen-minute one-to-two audition in Bristol. These initial auditions are informal, friendly and as stress-free as possible. Following these preliminaries, the applicants with the greatest potential are invited to Bristol for a recall audition 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) **MAR** Wholly in accordance with MAR
- 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 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;
- Work-based learning: the entire Foundation Degree takes place in a realistic professional producing-house environment according to professional priorities, etiquette and discipline;
- Students on each award route work closely with students on other routes including 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 counseling 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.
- The course prepares students to progress to employment or to develop their skills, knowledge and understanding through further training and study at BA Hons level.

Section 8 Reference points/benchmarks

- University teaching and learning policies.
- Employer interaction/feedback.
- QAA benchmarks relevant to this subject. Of only limited use in this intensely vocational area.

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.