



PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	Bristol Old Vic Theatre School		
Delivery Location	Bristol Old Vic Theatre School		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	ACE		
Department responsible for programme	Arts and Cultural Industries		
Modular Scheme Title	N/A		
Professional Statutory or Regulatory Body Links	The Theatre School is also an affiliate school of the Conservatoire for Dance and Drama.		
Highest Award Title	Foundation Degree in Professional Acting		
Default Award Title	N/A		
Fall-back Award Title			
Interim Award Titles	Cert HE Professional Acting		
UWE Progression Route	BA (Hons) Professional Acting		
Mode(s) of Delivery	FT		
Codes	UCAS:	JACS:	
	ISIS2: W41A	HESA:	
Relevant QAA Subject Benchmark Statements			
First CAP Approval Date	1999/2000	Valid from	01/09/2000
Revision CAP Approval Date	20/05/2014	Revised with effect from	01/09/2014
Version	2		
Review Date	30/03/2013		

Part 2: Educational Aims of the Programme

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Part 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.

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Part 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

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.

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

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

1. Evaluate and interpret character, plot and structure from a range of dramatic texts
2. Engage with the artistic requirements and interpretation of the production
3. Research and explore how to communicate a given role to an audience
4. Analyse and translate the different needs of stage, screen or radio performance

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.

Assessment:

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.

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Part 3: Learning Outcomes of the Programme

Assessment will focus on the development of the student's breadth of knowledge and understanding, the facility to work quickly and accurately.

C. Subject/Professional/Practical Skills

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

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.

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.

Assessment:

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.

D. Transferable Skills and other attributes

On completion of this award, a successful student will have acquired the following transferable skills:

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 employers
4. effective communication
5. ability to work in a team

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement learning: may include a practice placement, other placement, year abroad.

- 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.

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Part 4: Student Learning and Student Support
<ul style="list-style-type: none">• 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.
Description of the teaching resources provided for students
The Theatre school reproduces professional industry practice. Students will be taught in specialist environments specific to their course.
Description of any Distinctive Features
The programme provides conservatoire level intensive vocational training to enable students to have direct entry into their chosen area of career. All teaching staff have professional industry backgrounds in their subject specialisms. All applicants are interviewed or auditioned.
Part 5: 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 4 th July 2018
Assessment Strategy
Students are assessed on their professional practice on a pass or fail basis. Judgements about students' performance are made against the relevant professional standards. The UWE qualifications are awarded as non-classified/non-differentiated.

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Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UATPA3-40-1 Specialized Vocal Development	• There are no optional modules for this stage of this award.	Cert HE Professional Acting • Credit requirements 120 from these specific Level 1 modules
UATPA4-40-1 Specialized Physical Development				
UATPA5-40-1 Specialized Acting/ Performance Technique				
↓	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UATA93-40-2 Public Theatre Productions	• There are no optional modules for this stage of this award.	• Target/highest: Foundation Degree in Professional Acting • Credit requirements 240 from these specific Level 1 and Level 2 modules
		UATA8X-40-2 Recorded Media Production		
		UATA8Y-40-2 Summer Showcase		

Part 7: Entry Requirements

The University's Standard Entry Requirements apply. Tariff points as appropriate for the year of entry - up to date requirements are available through the [courses database](#).

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.

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Part 7: Entry Requirements

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.

Part 8: Reference Points and Benchmarks

[QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

Qualification characteristics for [Foundation degrees](#)

[University strategies and policies](#)

- 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, available on the [University's website](#).