



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	Arts, Creative Industries and Education		
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	BA (Hons) Professional Acting		
Default Award Title	N/A		
Fall-back Award Title	N/A		
Interim Award Titles	DIP HE Professional Acting Cert HE Professional Acting		
UWE Progression Route	N/A		
Mode(s) of Delivery	F/T		
Codes	UCAS:	JACS:	
	ISIS2: W410	HESA:	
Relevant QAA Subject Benchmark Statements	Dance, Drama and Performance Arts		
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	Periodic Curriculum Review 12/03/2013		

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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 greatest potential as a performer in the Arts and Entertainment Industry.
- To prepare students for professional performance and sustainable careers.
- To equip students with the essential life-support systems and career planning skills 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 reproducing professional practice:
- 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 at Honours level.
- To provide appropriate skills and realistic theatre work-experience in the fields of Children’s Theatre Touring, Theatre-in-Education Touring and Community Theatre Touring, Main Stage productions.
- To provide equal familiarity with and work-experience of a broad range of radio and television professional performance, production and recording techniques.
- 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 develop 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.
- To develop the intellectual capacity commensurate with an undergraduate honours degree, within a conservatoire level vocational training framework.

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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 (subject specific)

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. understand techniques for reading and interpreting texts and musical scores
3. apply a high standard concentration and performance focus;
4. discuss and apply a knowledge and understanding of theatre history, social history and context for a range of theatre texts.
5. Understand the structure and processes involved in dramatic production across stage and recorded media.
6. Demonstrate a good knowledge of the range of potential employment available to a professional actor
7. Demonstrate 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.

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, intellectual and emotional engagement and initiative in creative growth.

B. Intellectual Skills (generic)

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

1. Research, evaluate and interpret character, plot and structure from a range of dramatic texts.
2. 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.

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Part 3: Learning Outcomes of the Programme

3. Communicate, discuss and engage with the artistic requirements and interpretation of the production as made explicit by the director and other members of the creative team
4. Research and explore a range of possibilities in communicating a given role to an audience on stage or in recorded media.
5. Analyse and translate the different technical acting 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 discussion and 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 engage emotionally and intellectually.

C. Subject/Professional/Practical Skills (subject specific)

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

1. Demonstrate a high standard of development of the individual voice in relation to posture and movement, as a flexible and dependable instrument of communication and characterization;
2. Demonstrate expertise in singing, musical and sight-reading skills required by actors in musical theatre productions with and without the use of microphones;
3. Possess the ability to communicate character, emotion and narrative through movement clearly and effectively;
4. Demonstrate good performance skills in relation to specified dance styles and to perform to a professional standard as choreographed and directed;
5. Demonstrate 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. Demonstrate 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 characterisation and performance in addition to group work and rehearsal;
7. Undertake performances in a wide range of venues, communicating clearly with audiences of differing sizes, ages and types to professional standards;
8. Demonstrate a level of applied Performance Skills appropriate to Honours degree level.

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Part 3: Learning Outcomes of the Programme

9. Have the ability and level of skills to obtain and successfully undertake employment in professional acting, including theatre, musical theatre, radio, television, commercials, film, corporate presentations, role-play, and TV commercials.
10. Demonstrate 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;

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, working across the disciplines of stage and recorded media.

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 (generic)

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 and agents
4. effective and clear communication
5. ability to work in a team
6. critical analysis and problem-solving
7. ability to work under pressure and to strict deadlines

These skills are developed through participation in public productions and recordings 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. Additionally skills are developed through lecture, seminar and audition tutorial, and the research and development of individual portfolios and written business and career strategies.

Assessment:

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Part 3: Learning Outcomes of the Programme

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 career strategy work is assessed on the basis of thoroughness of research, demonstration of assimilation and understanding, and clarity, accuracy and practicality.

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;
- 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

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Part 4: Student Learning and Student Support
<p>they wish to pursue professionally. They also see the success of graduating students in achieving their immediate goal of finding employment in the field.</p> <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.
Description of the teaching resources provided for students
<p>The Theatre school reproduces professional industry practice. Students will be taught in specialist environments specific to their course.</p>
Description of any Distinctive Features
<p>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.</p>
Regulations
<p>A: Approved to University Regulations and Procedures</p> <p>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</p>
Assessment Strategy
<p>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.</p>

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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.	<i>Cert HE Professional Acting</i> • Credit requirements 120
		UATPA4-40-1 Specialized Physical Development		
		UATPA5-40-1 Specialized Acting/ Performance Technique		

Year 2	Compulsory Modules	Optional Modules	Interim Awards
	UATPA6-30-2 Children's Theatre Touring	There are no optional modules for this stage of this award.	<ul style="list-style-type: none"> • DIP HE in Professional Acting • Credit requirements 240
	UATPA8-30-2 Theatre-in-Education Touring		
	UATPA9-30-2 Community Theatre (Touring)/ Supporting Performance/ Understudy		
	UATA94-30-2 Radio & Television Production		

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	Compulsory Modules	Optional Modules	Interim Awards
Year 3	UATPB3-40-3 Main House Public Productions	• There are no optional modules for this stage of this award.	Highest Award BA (Hons) Professional Acting 360 Credits
	UATPB4-20-3 Radio and Television Production 2		
	UATPB5-30-3 Showcase Productions Bristol/London		
	UATPB6-30-3 Self-Presentation/Marketing/Career Management		

GRADUATION

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 for the three-year courses have A Level qualifications or BTEC Nds. 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

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Part 7: Entry Requirements

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

- 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](#).