



PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	Bristol Old Vic Theatre School	
Delivery Location	Bristol Old Vic Theatre School	
Faculty responsible for programme	ACE	
Department responsible for programme	Bristol Old Vic Theatre School	
Modular Scheme Title	Bristol Old Vic Theatre School Modular Scheme	
Professional Statutory or Regulatory Body Links	Not applicable	
<i>Name of PSRB</i>		
<i>Type of approval</i>		
Dates		
Highest Award Title	MA in Professional Acting	
Default Award Title	Not available	
Interim Award Titles	Not available	
UWE Progression Route		
Mode(s) of Delivery	Full Time	
Codes	UCAS:	JACS:
	ISIS2: W41C12	HESA:
Relevant QAA Subject Benchmark Statements	Dance, Drama and Performance Arts	
CAP Approval Date	12 March 2012 (Special CAP)	
Valid From	September 2012	
Periodic Curriculum Review	March 2013	
Valid until Date	March 2019	
Version		

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Part 2: Educational Aims of the Programme

This programme adheres to Level 7 HE standards of attainment by taking international students through an advanced learning experience which requires students to engage in an original, creative and innovative manner with the core themes of the course. In doing so, the specific educational aims are:

- To develop students' existing acting skills to a high professional standard.
- To develop students' critical analysis of complex dramatic text in the context of equipping individuals with an independent and creative theatre performance praxis.
- To develop students' physical, vocal and mental equipment in order to enable them to sustain classical roles to a high professional standard.
- To equip students with a range of techniques appropriate to the varied acting demands made within the current performance industry, including those appropriate to the recorded media.

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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and Understanding	
<p>A Knowledge and understanding of</p> <ol style="list-style-type: none"> 1. the discipline, attitude, skills, working practices, responsibilities and conduct required of a professional actor. 2. systematic approaches to analysis of text appropriate to performance. 3. physical and vocal performance technique. 4. appropriate methodological approaches for and the performance requirements of different dramatic genres, including historical contexts. 5. the performance requirements of different media. 6. the industry environment and employment opportunities in their native countries. 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of 1 is developed through working practices throughout the course, in classes, in practical text projects and in a fully mounted and supported production to professional standard.</p> <p>Acquisition of 2 and 4 is through classes and through practical text projects.</p> <p>Acquisition of 3 is through an ongoing programme of classes throughout the course.</p> <p>Acquisition of 5 is through practical exercises and projects in theatre and in recorded media.</p> <p>Acquisition of 6 is through guided independent research.</p> <p>Students are required, as part of each project or production, to extend their knowledge and skill base through independent research and reflection on their individual praxis.</p> <p>Whilst the programme is delivered via modules for the purposes of monitoring and evaluation and quality assurance, it is necessary that students are able to complete all elements of the programme to a sufficiently advanced professional standard. All 6 learning outcomes underpin all modules.</p> <p>Assessment: Testing of students' knowledge</p>

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Part 3: Learning Outcomes of the Programme	
	base is through presentation to staff, both of rehearsed individual and collaborative performance and of independently developed individual performance and market research portfolio (Professional Portfolio module) which builds upon the more specific assessments which underpin the other contributory modules.
B Intellectual Skills	
<p>B Intellectual Skills These include:</p> <ol style="list-style-type: none"> 1. The ability to analyse a play text and contextualise individual performance within it. 2. The ability to create character through a close reading of text and through research where appropriate. 3. The ability to work to an advanced level of creativity and imagination. 4. The ability to research independently 	<p>Teaching/learning methods and strategies: The development of all four takes place through class and text project work, through guided and independent analysis. Students are given tools for analysis and encouraged to develop their own research practice. Enhancement of the student's creativity and imagination is through dedicated class work and through elements of text project work. Element 4 is embedded in the Text and Context and the Production modules through the production of journals demonstrating advanced levels of analysis, synthesis of practical understanding and self-criticality. Element 4 is further explicit in the market research in Term 4.</p> <p>Assessment: Assessment will be through ongoing and repeated analysis of the students' working methods and their realised performances and in their journals and final portfolio.</p>
C Subject, Professional and Practical Skills	
<p>C Subject, Professional and Practical Skills Students will be able to:</p> <ol style="list-style-type: none"> 1. Perform classical theatrical text to an advanced level. 2. Perform contemporary theatrical text to an advanced level. 3. Perform dramatic text within the context of the recorded media. 4. Develop and prepare character and performance independently as required. 5. Develop and prepare character and performance within the context of ensemble rehearsal as required. 6. Recognise and adapt to different performance circumstances. 7. Research context and character both independently or collaboratively as required. 8. Employ appropriate physical and vocal technique. 9. Research employment opportunities and self- 	<p>Teaching/learning methods and strategies: Acquisition of all skills is developed through class, tutorial and project work. Performance for the recorded media is developed through specialist class and project work (preparatory projects in Acting to Camera and in Microphone Technique during Terms 1-3; formally assessed TV and Radio projects during Term 4). Collaborative character and performance preparation is acquired through class and text project rehearsal. Independent performance preparation is developed through class and through tutorials.</p> <p>Assessment: All skills are assessed by performance before staff or, for recorded media, through recorded performance. Regularly repeated assessment of and feedback on key skills utilized in different performance and contextual environments is designed to develop self-criticality.</p>

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Part 3: Learning Outcomes of the Programme	
<p>market.</p> <p>10. Understand and meet industry standards of professional practice.</p>	<p>Collaboratively prepared performance is assessed through five text project presentations and one fully mounted Production.</p> <p>Independently prepared performance is assessed through auditions: 2 in each of Terms 1 and 2, 1 in Term 4. TV and Radio performance is additionally assessed in Term 4.</p>
D Transferable Skills and other attributes	
<p>D Transferable Skills and other attributes</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Work collaboratively to an advanced level. 2. Demonstrate effective communication skills. 3. Creatively problem solve, both individually and as part of a team. 4. Work within highly disciplined parameters. 5. Work independently and to set their own schedule of work. 6. Demonstrate empathy, 7. Demonstrate physical and vocal stamina, 8. Research independently and identify and instigate marketing strategies. 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of 1, 2 and 3 arises from the intense nature of the ensemble work that is a feature of the course. The student, through much of the project work and through some class work, is engaged in group problem solving, negotiation and collaboration.</p> <p>Acquisition of 4 arises from the practice by which performance preparation may initially be highly open ended but is eventually distilled to very precise outcomes, within which there must still be room for spontaneity.</p> <p>Acquisition of 5 arises through the practice by which group rehearsal is followed by private preparation and through audition preparation and preparation for recorded media performance where industry practice typically allows for little or no rehearsal.</p> <p>Acquisition of 6 arises through the underpinning process of Acting, which entails the imaginative inhabiting of the circumstances of others.</p> <p>Acquisition of 7 is through adjustment of the individual to the intensive nature of the course, through class, project and production work.</p> <p>Acquisition of 8 is through independent research on text projects in Terms 1, 2 and 3 and through market research in Term 4.</p> <p>Assessment:</p> <p>Formatively, through staff monitoring of group and individual work and through tutorial. Summatively, through all module assessments.</p>

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Part 4: Programme Structure

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

ENTRY		Compulsory Modules:	Optional Modules	Interim Awards
↓	Year 1	The Actor's Instrument UATALA-40-M (40 credits) Applied Movement and the Classical Tradition UATALB-30-M (30 credits) Text and Context UATALC-40-M (40 credits) Performance UATALD-30-M (30 credits) Professional Portfolio UATALE-40-M (40 credits)	None	No interim award

GRADUATION

NB: For part time mode of delivery provide a diagram to demonstrate the student journey from entry to graduation for a typical part time student

Part 5: Entry Requirements

Selection for programmes of this nature are not primarily driven by specific qualifications but by the applicants ability to demonstrate *talent* and *potential*. Those qualities which distinguish applicants from students enrolled on an undergraduate degree are the evidencing of intellectual capacity, and experience,

Typically, successful candidates will have a first degree, often in Drama, Acting, Theatre Studies, or Performance Studies, or will have equivalent professional experience. They should either have English as a first language or exceptionally good command of written and spoken English. It is not necessary for students to complete IELTS as recruitment is by audition. It is evident to the audition assessors at this stage as to whether standards of English are appropriate for the delivery of classical theatrical performance. Applicants will be able to demonstrate a good standard of Acting at audition, both in terms of preparation and ability to take direction.

Applicants will be auditioned by two practitioners, at least one of which will either be a senior member of Bristol Old Vic Theatre School Acting staff or a practitioner of high standing in the industry. In addition auditions will be video recorded for final selection by senior members of the Bristol Old Vic Theatre School Acting staff.

Applicants will be given an opportunity to ask questions of at interview and via internet contact.

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Part 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 4 th July 2018											
Assessment Map											
The programme encompasses a range of assessment methods including; (<i>eg essays, posters, presentations, written examinations</i>). These are detailed in the following assessment map:											
Assessment Map for MA in Professional Acting											
		Type of Assessment*									
Instructions: <i>Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)</i> <i>Add further columns as necessary*</i>		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level M	The Actors Instrument								A (100)		
	Applied Movement & the Classical Tradition					A (100)					
	Text & Context								A (100)		
	Performance						A (60)	A (40)			
	Professional Portfolio										A (100)
*Assessment should be shown in terms of either Written Exams , Practical exams , or Coursework as indicated by the colour coding above.											

Part 7: Student Learning
Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

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Part 7: Student Learning

The Programme MA Professional Acting is taught by established specialist professionals, and students are assessed against professional standards. It is an intensive conservatoire training featuring a high number of contact hours and a favourable staff/student ratio.

The Programme is taught within a small, highly selective and highly regarded, specialist Drama School, leading to an environment of intense focus and close, daily staff contact. Within the international context, the Programme has a distinctively British emphasis on detailed textual investigation as the principle route to performance creation.

The Programme is designed to compete directly with international postgraduate pathways into the Acting profession and therefore combines its strong emphasis on classical theatrical training with preparation for work in the contemporary industry, including the recorded media. There are a number of UK based one-year Masters programs in Acting, including those offered by East 15, Arts Ed., Drama Centre, Birmingham School of Acting, ALRA, Guildford School of Acting, Mountview, Central School of Speech and Drama, Oxford School of Acting and by our CDD co-affiliate, LAMDA. All have distinctive features.

The Programme is integrated with the School's other programmes during the full Production, which is mounted and supported by professional practitioners within the environment of a local professional theatre. Similarly, final TV and radio work is conducted within professional industry standards supported by professional production staff.

Scheduled learning includes; tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, group practice, self-directed and group rehearsals.

Description of Distinctive Features and Support

- Dedicated conservatoire training
- Taught by industry specialists
- Strong emphasis on intensively monitored personal development
- Small group teaching
- Staff/Student ratio of approximately 1:4
- Contact hours of 40 hours per week or more (for first 3 terms)
- Performance in professional environment
- Emphasis on Classical British and European theatrical canon
- Adaptation of learning to meet broad range of industry demands and to enhance student employability.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

- The Programme is referenced against current professional practice in the subject area and is consistent with the Bristol Old Vic Theatre School's approaches to teaching and learning.
- The final QAA Subject Benchmark statements in Dance, Drama and Performance Arts at Master's level are not currently available.

