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	BA Hons Professional Stage Management
Default award title	N/a
Interim award title	DPS Professional Stage Management Cert HE Professional Stage Management
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**
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 train students to an advanced, professional standard of management, technical and craft skills for careers in theatre, television or radio production departments within a work-based learning environment.

- To develop through practical application students' talent, abilities and confidence to lead or be part of a team working on productions; to learn to communicate and interact effectively within production departments and to execute their own role to professional standards.

- To provide a conservatoire-level learning environment where students can explore, reflect on, critically evaluate and develop their own role and attitudes to the work of creative, support and management departments.

- To enable students to develop advanced level self-management skills and to learn to transfer skills gained to new and changing situations and contexts.

- To introduce students to other branches of the Entertainment Industry to indicate potential future areas of employment.

- To equip students for direct employment at assistant level in professional theatre, television or radio production departments; or for further study at postgraduate level.

- To develop the intellectual capacity commensurate with an undergraduate honours degree, within a conservatoire level vocational training framework.

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 an understanding of current theatre practice, production processes and disciplines, departmental roles and current technology through engagement in training to professional standards; 2. engage with the world of theatre employment, understanding how to look for work and be familiar with the range of employment available in the Arts and Entertainment Industry.	**Teaching/learning methods and strategies:** Learning takes place through participation on live projects, and working with real life issues. Acquisition of skill 1 is through practical classes and undertaking a range of production roles on theatre, television and radio drama productions. Acquisition of skill 2 is through specialist classes, employer contact and industry engagement on placement / work-based learning. **Assessment:** Assessment of these skills is achieved by testing the student's knowledge by undertaking production roles in public performance or recording conditions; feedback from placements, employer contacts.

B Intellectual Skills

B Intellectual Skills	Teaching/learning methods and strategies
On completion of this award, a successful student will be able to: 1. examine systematically and evaluate critically a wide range of craft, technical and managerial issues and problems; develop a range of realistic and professionally suitable solutions in a theatre or recording context; 2. tackle complex problems and seek out practical solutions in a cost-effective and safe manner within a creative production environment. 3. lead and manage a team; take initiative and responsibility for production roles and responsibilities delegated to them, and communicate effectively with specialist departments / staff.	All aspects of the course require students to undertake production roles in which skills 1, 2 & 3 are acquired. **Assessment** Assessment of these skills is achieved through assessing a student's performance in undertaking production roles and responsibilities which require a complex mix of these skills set in a professional context and to professional performance standards.

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
On completion of this award, a successful student will be able to: 1. demonstrate the necessary high level skills and expertise for a career in stage management (or similar technical or craft function in theatre / recorded media production) moving from first job through to head of department without further training. 2. engage in direct employment at assistant level in theatre / recorded media production departments; 3. be at a standard to working on professional productions or for a professional organization in the arts and entertainment industry; 4. undertake planning, scheduling and budgeting within a professional context	Acquisition of these skills is achieved through classes and workshops at level 1, and practical production experience at levels 2 and 3. **Assessment** This skill is assessed by evaluating a student's ability in a range of production roles against professional standards.

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
- On completion of this award, a successful student will be able to: 1. Solve complex logistical, production and personnel problems in a creative and often unpredictable environment. 2. Work independently and initiate ideas and solutions. 3. Communicate to a high verbal, written and IT standard 4. Lead and manage production teams to a professional standard. 5. The ability to progress to a higher level of specialist training or study.	These skills are acquired through the practical application of skills acquired at Level 2 and 3 on productions including budget and scheduling responsibility. In addition skill 2 is acquired through placements as well as School productions. **Assessment** These skills are assessed by judging students' abilities against professional standards whilst undertaking a range of production roles at Level 2 and 3.

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*

		Compulsory modules	Optional modules	Interim Awards:
ENTRY	**level 1**	**Compulsory modules** • UAMPC3-40-1 • UAMPC4-20-1 • UAMPC5-20-1 • UAMPC6-20-1 • UAMPC7-20-1 **Core modules** • There are no core modules for this stage of this award	**Optional modules** • There are no optional modules for this stage of this award.	**Interim Awards:** Cert HE Professional Stage Management • Credit requirements 120
	level 2	**Compulsory modules** • UAMPC8-30-2 • UAMPC9-30-2 • UAMPD3-30-2 • UAMPD4-30-2 **Core modules** • There are no core modules for this stage of this award	**Optional modules** • There are no optional modules for this stage of this award.	**Awards:** • Target/highest: Foundation Degree in Professional Stage Management • Credit requirements 240
	Year out	*Use this space to describe optional/compulsory year abroad/placement/clinical placement* Not Applicable		
	Year 3Level 3	**Compulsory modules** • UAMPD5-40-3 • UAMPF5-40-3 or • UAMPD6-40-3 + New Module: UAMA96-40-3 Employment Focus 40 credits **Core modules** There are no core modules for this stage of this award.	**Optional modules** There are options: students can opt either for module UAMPD5-40-3 or UAMPD6-40-3	**Prerequisite requirements** • Minimum credit/module requirements: 240 • Other: None **Awards:** • Target/highest: BA Hons Professional Stage Management • Default title: Not Applicable **Credit requirements** BA Hons - 360

--- **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 two-year course have A Level qualifications or BTEC National Diplomas.   Others have acceptable equivalents.

The selection process is entirely through interview. All applicants are interviewed.

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 learning takes place within a context of reproducing professional practice with the focus on developing a student's professionally employable skills.

- All classes are "calls" in the professional sense of the word and attendance is compulsory. The students' normal timetable commences at 9:30 a.m. and ends at 5:30 p.m.   Individual research/study is undertaken outside these contact sessions. Public performance experience takes place in addition to these times.

- All teaching is in the form of practical, individual or group vocational training and supervision by experienced practitioners;

- Teaching 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 approximately 5:1 which allows a significant commitment to formative individual reflection, feedback and counseling about their 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. There is a high degree of staff / student contact; students develop skills of self-evaluation and an awareness of their own ability.

- 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.
- 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.