



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	<i>UWE</i>	
Teaching Institution	<i>UWE</i>	
Delivery Location	<i>St Matthias Campus</i>	
Faculty responsible for programme	<i>ACE</i>	
Department responsible for programme	<i>Arts</i>	
Modular Scheme Title	<i>ACE Undergraduate Modular Scheme</i>	
Professional Statutory or Regulatory Body Links		
Highest Award Title	<i>BA (Hons) Drama and Acting</i>	
Default Award Title	<i>NA</i>	
Fall-back Award Title	<i>NA</i>	
Interim Award Titles	<i>BA Drama and Acting; Diploma in HE – Drama and Acting; Certificate in HE – Drama and Acting</i>	
UWE Progression Route		
Mode(s) of Delivery	<i>FT / PT</i>	
Codes	UCAS: W490	JACS:
	ISIS2: W49A	HESA:
Relevant QAA Subject Benchmark Statements	<i>Dance, Drama and Performing Arts</i>	
CAP Approval Date	<i>30 May 2013</i>	
Valid from	<i>September 2013</i>	
Valid until Date	<i>September 2019</i>	
Version	<i>1</i>	

Part 2: Educational Aims of the Programme

On successful completion of this programme students will be able to:

- *apply acting, improvisation and directing methodologies to the devising process, selected play texts, scenarios and film scripts;*
- *analyse and interrogate different methods of acting, directing, physical theatre, and screen acting, which can be expressed in practice;*
- *problem-solve using imaginative strategies for acting/directing challenges inherent to different theatrical genres and film production;*

Part 2: Educational Aims of the Programme

- engage in close reading and critical evaluation of texts of various kinds and feel confident in contributing to cultural debates;
- analyse and evaluate the arguments of others, and effectively communicate their own arguments in both oral and written modes after undertaking independent research;
- work effectively in groups, managing their workload successfully to communicate their ideas in the form of presentations and performance practice;
- envisage themselves as contributing to the cultural and artistic life of the academic community and beyond.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Drama and Acting students develop a broad range of both professional and transferable skills. Seminars and workshops enable them to work closely together, sharing knowledge and practical experience, as well as supporting and mentoring each other.

There is an overall emphasis on personal development to ensure that Drama and Acting graduates emerge from their studies as employable, well-rounded individuals ready to embark on a wide variety of careers. So alongside practical Acting, Directing, Creative Writing and Technical skills, students also develop in terms of problem solving, presenting, analysing, articulating, and organising. Perhaps most importantly, they learn to manage work on their own and in groups.

Part 3: Learning Outcomes of the Programme

Learning outcomes are relevant to the programme as a whole but are addressed here in two tables (Level 1 and 2, and Level3) for reasons of space; as the Drama and Acting Programme has 17 available Modules. Compulsory modules for Drama and Acting are indicated in red.

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

LEVELS ONE AND TWO

Learning Outcomes:	Module No: UARPD-30-1	Module No: UARPE-30-1	Module No: UARAE-30-1	Module No: UARANY-30-1	Module No: UARAP4-30-2	Module No: UARAP9-30-2	Module No: UARAPB-30-2	Module No: UARAP3-30-2	Module No: UARAPA-30-2	Module No: UARAPG-30-2
A) Knowledge and understanding of:										
<i>the distinctive character of plays written in the principal dramatic genres and the associated performance issues;</i>	X		X		X	X	X		X	
<i>the interplay between theory and practice in shaping theatre and performance history;</i>		X		X	X	X			X	X
<i>useful and precise critical terminology relevant to the field of drama;</i>	X	X	X	X	X	X	X	X	X	X
<i>how theatrical and performance practices produce and reflect cultural changes and difference;</i>		X		X	X	X		X	X	X

Part 3: Learning Outcomes of the Programme

<i>plays and conditions of performance, including a substantial number of authors and texts from several different cultures and periods of theatre history;</i>	X	X				X	X	X	X	
<i>innovations in drama in both national and international contexts;</i>	X	X	X	X	X	X	X	X	X	X
<i>the theatrical, cultural and socio-historical contexts in which plays have been written and performed;</i>	X		X			X			X	X
<i>the range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;</i>	X	X	X	X	X	X	X	X	X	X
<i>the multi-faceted nature of drama as a field and its unique experiential features when considered in relation to other disciplines and forms of knowledge;</i>	X			X	X	X		X		X
<i>the power of imagination and invention in theatrical creation of different kinds.</i>			X				X			
(B) Intellectual Skills										
<i>critical skills in the analysis of texts and performances</i>	X	X	X	X	X	X	X	X	X	X
<i>the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field of drama;</i>	X	X	X	X	X	X	X	X	X	X
<i>a broad range of vocabulary and appropriate critical terminology;</i>	X	X	X	X	X	X	X	X	X	X
<i>the rhetorical skills of effective communication and argument both in speech and in writing;</i>	X		X			X		X	X	X
<i>the research and bibliographic skills appropriate to independent study in the field of drama;</i>	X	X	X	X	X	X	X	X	X	X
<i>a constructive response to feedback in research and project work;</i>		X	X	X	X		X	X		X
(C) Subject/Professional/Practical Skills										
<i>consider how meaning is created in the theatre, including a critical and practical awareness of the affective power of different languages of theatre;</i>		X	X	X	X			X	X	
<i>develop a knowledge of the generic conventions within drama and to the shaping effects of authorship, collaborative conventions, and intended audiences;</i>	X		X			X	X			X
<i>relate performance texts and modes to their wider political and cultural contexts;</i>	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes										
<i>skills in critical reasoning, debate and argument</i>	X					X	X		X	X
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X	X	X
<i>information-technology skills such as word-processing, electronic data access, research and retrieval skills;</i>	X	X	X	X	X	X	X	X	X	X
<i>a capacity for independent thought and judgement;</i>	X	X	X	X	X	X	X	X	X	X
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X	X	X

LEVEL THREE

Learning Outcomes:	Module No: UARAP7-30-3 (From September 2014)	Module No: UARAP5-30-3	Module No: UARPFJ-30-3	Module No: UARAP8-30-3	Module No: UARAP6-30-3	Module No: UARAGX-30-3	Module No: UARAES-30-3	Module No:	Module No:
A) Knowledge and understanding of:									
<i>the distinctive character of plays written in the principal dramatic genres and the associated performance issues;</i>		X	X	X	X	X	X		
<i>the interplay between theory and practice in shaping theatre and performance history;</i>		X	X	X	X		X		
<i>useful and precise critical terminology relevant to the</i>	X	X	X	X	X	X	X		

Part 3: Learning Outcomes of the Programme

<i>field of drama;</i>									
<i>how theatrical and performance practices produce and reflect cultural changes and difference;</i>	X	X	X	X	X	X	X		
<i>plays and conditions of performance, including a substantial number of authors and texts from several different cultures and periods of theatre history;</i>			X	X	X	X	X		
<i>innovations in drama in both national and international contexts;</i>	X	X	X	X	X		X		
<i>the theatrical, cultural and socio-historical contexts in which plays have been written and performed;</i>			X	X	X		X		
<i>the range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;</i>	X	X	X		X	X			
<i>the multi-faceted nature of drama as a field and its unique experiential features when considered in relation to other disciplines and forms of knowledge;</i>		X	X	X	X	X			
<i>the power of imagination and invention in theatrical creation of different kinds.</i>	X	X	X		X	X			
(B) Intellectual Skills									
<i>critical skills in the analysis of texts and performances</i>	X	X	X	X	X	X	X		
<i>the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field of drama;</i>	X	X	X	X	X	X	X		
<i>a broad range of vocabulary and appropriate critical terminology;</i>	X	X	X	X	X	X	X		
<i>the rhetorical skills of effective communication and argument both in speech and in writing;</i>			X	X	X	X	X		
<i>the research and bibliographic skills appropriate to independent study in the field of drama;</i>	X	X	X	X	X	X	X		
<i>a constructive response to feedback in research and project work;</i>	X	X	X		X	X			
(C) Subject/Professional/Practical Skills									
<i>consider how meaning is created in the theatre, including a critical and practical awareness of the affective power of different languages of theatre;</i>		X	X	X	X		X		
<i>develop a knowledge of the generic conventions within drama and to the shaping effects of authorship, collaborative conventions, and intended audiences;</i>	X		X			X			
<i>relate performance texts and modes to their wider political and cultural contexts;</i>	X	X	X	X	X	X	X		
(D) Transferable skills and other attributes									
<i>skills in critical reasoning, debate and argument</i>		X		X	X	X	X		
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X		
<i>information-technology skills such as word-processing, electronic data access, research and retrieval skills;</i>	X	X	X	X	X	X	X		
<i>a capacity for independent thought and judgement;</i>	X	X	X	X	X	X	X		
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X		

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 per week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face to 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.

Part 4: Student Learning and Student Support

On the BA(Hons) Drama and Acting programme teaching is a mix of *scheduled and independent learning*.

Scheduled learning includes workshops, seminars, tutorials, project supervision, demonstration, practical classes and lectures; 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, rehearsal, etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

- One week induction programme for orientation, study skills and local theatre resources.
- Student Handbooks and Module Guides.
- Study skills sessions embedded in modules.
- Theatre skills and safety training package.
- Dedicated technician(s) to support performance projects and in-house productions.
- Extensive library and other learning resources and facilities for drama.
- Dedicated staff office hours for students to contact all staff.
- All students have access to the internet, email, Blackboard.
- All students have access to student advisers and trained counsellors for both pastoral and academic support in addition to Academic Personal Tutors.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the performer/performance practitioner, independent learner, and researcher.
- The teaching of a broad range of actor training skills for a variety of dramatic forms (plays, devised pieces, site specific work, live and performance art, and screen).

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Assessment Strategy for Drama and Acting includes diverse methods of assessment to reflect the various teaching and learning methods and outcomes across a range of modules. Teaching includes workshops, seminars, and lectures; and learning is assessed largely through coursework: performances, presentations, ongoing critical engagement with practice, and essays. Feedback is continuous and directly tied to the learning outcomes of each module via assessment specific criteria. Students receive individual verbal and written feedback on all modules and are encouraged to participate in peer assisted learning. Assessment guidelines

Part 5: Assessment

and criteria are made available at the start of the academic year on Blackboard.

Assessment Map

The programme encompasses a range of **assessment methods** including exams, portfolios, performances, presentations, reports, and critical engagement with practice. These are detailed in the following assessment map:

Assessment Map for **BA (Hons) Drama and Acting**

		Type of Assessment*									
		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 1	Module No UARAEM-30-1					A (10)	A (40)				A (50)
	Module No UARPDB-30-1	A (40)				B (10)		B (50)			
	Module No UARPDE-30-1				A (60)	B (10)		B (30)			
	Module No UARANY-30-1				A (90)	A (10)					
Compulsory Modules Level 2	Module No UARAP4-30-2				A (90)	A (10)					
	Module No UARAP3-30-2				A (90)	A (10)					
Compulsory Modules Level 3	Module No UARAP6-30-3					A (10)			A (90)		
	Module No UARAP7-30-3 (available from September 2014)				A (90)	A (10)					
	Module No UARAPB-30-2					A (10)			A (30)		A (60)
	Module No UARAPG-30-2				A (45)	A (10)		B (45)			

Part 5: Assessment

	Module No UARAPA-30-2				A (10)	A (35)	B (55)			
	Module No UARAP9-30-2				A (10)	A (35)	B (55)			
Optional Modules Level 3	Module No UARPFJ-30-3			A (90)	A (10)					
	Module No UARAP8-30-3				A (10)	A (40)	B (50)			
	Module No UARAP5-30-3				A (10)	A (45)		A (45)		
	Module No UARAES-30-3				A (10)	A (40)	B (50)			
	Module No UARAGX-30-3				A (10)			A (40)		A (50)

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

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		Compulsory Modules	Optional Modules	Interim Awards
Year 1		UARPDB-30-1 Introduction to Theatre Studies UARPDE-30-1 Introduction to Theatre Practice UARAEM-30-1 Introduction to Creative Writing UARANY-30-1 Introduction to Actor Training	None	<ul style="list-style-type: none"> Credit requirements 120 – Certificate in Higher Education Other requirements: None
		Students will take the following 2 x 30 credit modules: UARAP4-30-2 Acting for Stage UARAP3-30-2 Devising Physical Theatre	Students will take 60 credits (2 x 30 credits) from the following options: UARAP9-30-2 Inventing Modernism UARAPA-30-2 New Shakespeares UARAPB-30-2 Playwriting UARAPG –30-2 The Radical Self	Credit requirements 240 – Diploma in Higher Education Other requirements: None
Year Out: <i>None.</i>				


	Compulsory Modules	Optional Modules	Interim Awards
Year 3	<p>Students will take the following 2 x 30 credit modules:</p> <p>UARAP6-30-3 Final Year Project</p> <p>UARAP7-30-3 Acting for Screen (available from September 2014)</p>	<p>Students will take 60 credits (2 x 30 credits) from the following options:</p> <p>UARPFJ-30-3 Avant-Garde Theatre</p> <p>UARAGX-30-3 The Creative Writing Project</p> <p>UARAES-30-3 Tragedy</p> <p>UARAP5-30-3 Applied Theatre</p> <p>UARAP8-30-3 Contemporary British and American Drama</p>	<p>Target/highest: BA(Hons)</p> <p>BA(Hons) – 360 BA - 300</p> <p>Other requirements: None</p>

GRADUATION

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

In each year a typical part-time student would take two modules, worth 30 credits each. Students should complete each Level before beginning modules on the next level (according to pre-requisites).

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Years 1 and 2 (Level 1)	In their first 2 years on the programme part-time students will take 2 of the following (in any combination during each year): UARPDB-30-1 Introduction to Theatre Studies UARPDE-30-1 Introduction to Theatre Practice UARAEM-30-1 Introduction to Creative Writing UARANY-30-1 Introduction to Actor Training	None	<ul style="list-style-type: none">• Credit requirements 120 – Certificate in Higher Education Other requirements: None

	Year 3 and 4 (Level 2)	Compulsory Modules	Optional Modules	Interim Awards
		<p>Students will take the following 60 credits (2 x 30 credit modules) in any order across their 3rd and 4th years of part-time study:</p> <p>UARAP3-30-2 Devising Physical Theatre</p> <p>UARAP4-30-2 Acting for Stage</p>	<p>Students will take 60 credits (2 x 30 credit modules) from the following optional modules, in any order across their 3rd and 4th years of part-time study:</p> <p>UARAPB-30-2 Playwriting</p> <p>UARAP9-30-2 Inventing Modernism</p> <p>UARAPA-30-2 New Shakespeares</p> <p>UARAPG –30-2 The Radical Self</p>	<p>Credit requirements 240 – Diploma in Higher Education</p> <p>Other requirements: None</p>

Year Out: *None.*

	Years 5 and 6 (Level 3)	Compulsory Modules	Optional Modules	Interim Awards
		<p>Students will take 60 credits (2 x 30 credit modules) in any order across their 5th and 6th years of part time study:</p> <p>UARAP6-30-3 Final Year Project</p> <p>UARAP7-30-3 Acting for Screen (from September 2014)</p>	<p>Students will take 60 credits (2 x 30 credit modules) from the following optional modules, in any order across their 5th and 6th years of part time study:</p> <p>UARPFJ-30-3 Avant-Garde Theatre</p> <p>UARAES-30-3 Tragedy</p> <p>UARAGX-30-3 The Creative Writing Project</p> <p>UARAP5-30-3 Applied Theatre</p> <p>UARAP8-30-3 Contemporary British and American Drama</p>	<p>Target/highest: BA(Hons)</p> <p>BA(Hons)- 360 BA- 300</p> <p>Other Requirements: None</p>

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*: Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

- Normally Tariff points within the range of 280-360. AS General Studies is excluded from the points tariff range.

BTEC

- An appropriate National Diploma with good standing within the range of 1 Distinction and 2 Merits.

Irish Highers

- Four passes with grades within the following range: BBBB – ABBC.

Access Courses

- Validated access course in appropriate subjects, including credits at Level 2 English

Baccalaureate

- European with between 70% and 76%. International with between 28 and 32 points.

Part 8: Reference Points and Benchmarks

- *Curriculum content, development and progression, and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.*
- *University teaching and learning policies: See above.*
- *Staff research projects: All members of the Drama and Acting team are engaged in practice and/or research. They have a wide range of published and/or performance practice that informs the academic content of this programme.*

This included consideration of stakeholder feedback from current students, graduates, potential employers (Tobacco Factory Theatre) and postgraduate teaching institutions (such as Bristol Old Vic Theatre School).

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](#).