



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	Bower Ashton campus		
Study abroad / Exchange / Credit recognition	N/A		
Faculty responsible for programme	ACE		
Department responsible for programme	Film and Journalism		
Modular Scheme Title	ACE Undergraduate Modular Scheme		
Professional Statutory or Regulatory Body Links	N/A		
Highest Award Title	BA (Hons) Drama and Acting		
Default Award Title	N/A		
Fall-back Award Title	N/A		
Interim Award Titles	BA Drama and Acting; Diploma in HE – Drama and Acting; Certificate in HE – Drama and Acting		
UWE Progression Route	N/A		
Mode(s) of Delivery	FT / PT		
Codes	UCAS: W490	JACS:	
	ISIS2:	HESA:	
Relevant QAA Subject Benchmark Statements	Dance, Drama and Performing Arts		
First CAP Approval Date		Valid from	September 2013 Updated for September 2015
Revision CAP Approval Date	March 2015	Revised with effect from	September 2015
Version	2.1 (2015 intake onwards)		
Review Date	September 2019		

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;
- 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

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

<i>Learning Outcomes:</i>	Module No: UARPDDB-30-1	Module No: UARN4U-30-1	Module No: UARAEEM-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	Module No: UARAP7-30-3	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
A) Knowledge and understanding of:																	
The distinctive character of plays written in the principal dramatic genres and the associated performance issues;	X		X		X	X	X		X			X	X	X	X	X	X
The interplay between theory and practice in shaping theatre and performance history;		X		X	X	X			X	X		X	X	X	X		X
Useful and precise critical terminology relevant to the field of drama;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
How theatrical and performance practices produce and reflect cultural changes and difference;		X		X	X	X		X	X	X	X	X	X	X	X	X	X
Plays and conditions of performance, including a substantial number of authors and texts from several different cultures and periods of theatre history;	X	X				X	X	X	X				X	X	X	X	X
Innovations in drama in both national and international contexts;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The theatrical, cultural and socio-historical contexts in which plays have been written and performed;	X		X			X			X	X			X	X	X		X
The range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The multi-faceted nature of drama as a field and its unique experiential features when considered in relation to other disciplines and forms of	X			X	X	X		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/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.

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.

Students with disabilities or special educational needs are supported through the University's Disability and Wellbeing Services, with access to learning materials and support tailored to the individual needs of the student.

All students are invited to an annual Induction event to enable familiarisation with the facilities, programme and staff. Careers/employability events tailored to Drama and Acting students' needs (e.g., audition workshops for postgraduate entry to Drama School) feature in each academic year. The UWE Drama Society and the Centre for the Performing Arts enable students to participate in extra-curricular Drama activities with students from other programmes across the University. In addition UWE Drama holds an annual New Performance Festival at a professional theatre in Bristol, which gives the opportunity for Drama and Acting students interested in playwriting, direction, producing, acting and technical aspects of theatre to work with staff on a production in their area of interest. Performance Lab is another staff-organised activity that sits outside the curriculum: it offers students a variety of workshops, talks and screenings to attend throughout the academic year.

Description of the teaching resources provided for students

Teaching Resources provided for Drama and Acting students include Tech and Non-Tech Specialist Drama spaces, General Purpose Teaching Rooms, Computer Labs, Learning Zones and the Library. Virtual Resources include Campus Wi-Fi, Blackboard and online subscriptions (such as for specialist academic journals).

Description of any Distinctive Features

- One week induction programme for orientation, study skills and local theatre resources.
- Module Handbooks for each module studied.
- Study skills, health and safety, risk assessment and other technical skills sessions embedded in modules.
- Dedicated Drama technicians to support performance projects and in-house productions.
- Extensive library and other learning resources and facilities for drama.

Part 4: Student Learning and Student Support

- 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

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, workbooks, portfolios 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 and criteria are made available at the start of the academic year in Module Handbooks and 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:

Part 5: Assessment

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 (10)	A (40)	B (50)			
	Module No UARN4U-30-1				A (90)	A (10)					
	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				A (90)	A (10)					
Optional Modules Level 2	Module No UARAPB-30-2					A (10)			A (30)		A (60)
	Module No UARAPG-30-2				A (45)	A (10)		B (45)			
	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)			


Part 5: Assessment

	Module No UARAGX-30-3				A (10)			A (40)		A (50)
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*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 Performance: Texts and Contexts	None	Credit requirements 120 – Certificate in Higher Education Other requirements: None
		UARN4U-30-1 Introduction to Physical Theatre		
		UARAEM-30-1 Introduction to Creative Writing		
		UARANY-30-1 Introduction to Actor Training		

Year 2	Compulsory Modules	Optional Modules	Interim Awards
	<p>Students will take the following 2 x 30 credit modules:</p> <p>UARAP4-30-2 Acting for Stage</p> <p>UARAP3-30-2 Devising Physical Theatre</p>	<p>Students will take 60 credits (2 x 30 credits) from the following options:</p> <p>UARAP9-30-2 Inventing Modernism</p> <p>UARAPA-30-2 New Shakespeares</p> <p>UARAPB-30-2 Playwriting</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.


Year 3	Compulsory Modules	Optional Modules	Interim Awards
	<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</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>Credit requirements 300 - BA</p> <p>Other requirements: None</p>

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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)	<p>In their first 2 years on the programme part-time students will take 2 of the following (in any combination during each year):</p> <p>UARPDB-30-1 Introduction to Performance: Texts and Contexts</p> <p>UARN4U-30-1 Introduction to Physical Theatre</p> <p>UARAEM-30-1 Introduction to Creative Writing</p> <p>UARANY-30-1 Introduction to Actor Training</p>	None	<ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education <p>Other requirements: None</p>

	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</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>Credit requirements 300 - BA</p> <p>Other requirements: None</p>

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GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

Tariff points as appropriate for the year of entry - up to date requirements for Drama and Acting are available through the [courses database](#).

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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning?

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](#).