

Programme Aim and Title	BA (Hons) Acting
Intermediate Awards Available	Cert HE Dip HE
Teaching Institution(s)	Italia Conti Academy of Theatre Arts Avondale Campus
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	School of Arts and Digital Industries
UCAS Code	W410
Professional Body Accreditation	CDET Federation of Drama Schools
Relevant QAA Benchmark Statements	Dance, Drama and Performance
Additional Versions of this Programme	
Date Specification Last Updated	September 2017

Programme Aims and Learning Outcomes

This programme (BA (Hons) Acting) is a three year, full time programme, leading to a BA with honours qualification after successful completion of study.

This programme is aims to ensure that successful graduates:

- Acquire the knowledge and skills to perform as an actor to professional industry standards
- Acquire specialised skills in acting, voice, movement and singing and be able to synthesise these in professional performance practice
- Can operate as an actor in a professional environment, whether in TV, Film, Theatre, Radio or any of the emerging recorded media industries
- Possess transferable skills, especially in communication and self-presentation, team-work, independent research, critical analysis, which would allow you to operate successfully in a variety of fields
- Are proactive in the creation of employment opportunities
- Can contextualise the historical and cultural framework of a performance
- Approach all genres of drama and performance with an open minded approach

On graduating from the programme, students will be able to demonstrate the following learning outcomes:

Knowledge

- A range of performance practices, approaches and texts from the history of World Drama.
- Key methods and concepts of acting theory (including vocal and physical approaches) and their practical contemporary application in professional performance practice.
- The history and context of significant events, texts, personalities and movements affecting the theory and practice of acting.
- Vocal and physical anatomy and safe and healthy practice in respect of these
- The historical and cultural context of any given performance.
- The technical vocabulary, terminology and behaviours employed within the field of professional performance development and production

Thinking skills

- Reason critically.
- Analyse and Interpret.
- Apply theoretical concepts.
- Identify and solve problems
- Reflect, draw conclusions, and make plans.
- Synthesise information from various sources.
- Formulate and test ideas.
- Research, assimilate information, and report findings.

Subject-Based Practical skills

- Create and communicate a performance/ text for professional live or recorded media using improvisation, text, sound, movement or other ideational material
- Apply key methods, techniques and approaches drawn from acting theory and practice through a personal performance preparation process to realise professional performance
- Identify and investigate practically the expressive potential of performance texts to underpin coherent interpretive choices in the creation of character/performance
- Use and synthesise a range of expressive technical skills to realise and communicate interpretive choices for professional performance
- Respond in rehearsal and performance with professional creative awareness of other performers, space, audience and productions teams
- Use the body safely as an expressive, technical and creative tool, identifying physical shifts that underpin embodied expression in performance
- Use the voice safely as an expressive, technical and creative tool, identify sound shifts which underpin accent and dialect acquisition and vocal expression in performance
- Gather, sift, synthesise, and organise professional and creative material independently.

Skills for life and work (general skills)

- Balance and organise personal and professional issues through self evaluation, management and meet deadlines.

- Communicate effectively both verbally and in writing.
- Work effectively, collaboratively and creatively as part of a team, negotiating and pursuing goals with others, as well as working independently.
- Identify goals and plan independently for strategic ongoing personal development of skills and competencies
- Use information media such as libraries, archives and the Web.
- Use basic word-processing skills.
- Create effective presentations.
- Use advanced verbal and physical communication skills, including the use and analysis of body language
- Demonstrate self-promotion, self-presentation and self-marketing skills.

All learning outcomes are covered in the programme's single honours route.

Learning and Teaching

Knowledge is developed through

- Practical class work, masterclasses and studio workshops with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback
- Essays with feedback
- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Thinking skills are developed through

- Practical class work, masterclasses and studio workshops with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback
- Essays with feedback
- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Practical skills are developed through

- Practical class work, masterclasses and studio workshops with feedback

- Observation and critique of performance
- Independent and guided research tasks with feedback
- Independent and guided analysis tasks with feedback
- Self evaluation and development tasks with feedback
- Seminar/class Discussion and preparation activities with feedback
- Tutorial and feedback
- Rehearsal and performance with feedback

Skills for life and work (general skills) are developed through

- Meeting deadlines / self management
- Use of ICT to research, create and submit materials for assessments
- Self evaluation and development tasks with feedback
- Practical class work, masterclasses and studio workshops
- Practice audition/interview with feedback
- Background reading
- Observation and critique of performance
- Independent and guided research tasks
- Independent and guided analysis tasks
- Essays with feedback
- Seminar/class Discussion and preparation activities
- Tutorial and feedback
- Rehearsal and performance

Assessment

Knowledge is assessed by

- Cumulative practice
- Essays
- Reflective/Evaluative Portfolios
- Performance
- Presentations

Thinking skills are assessed by

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Practical skills are assessed by

- Cumulative practice
- Reflective/Evaluative Portfolios
- Performance

- Presentation

Skills for life and work (general skills) are assessed by

- Cumulative practice
- Performance
- Presentations
- Essays
- Reflective/Evaluative Portfolios

Cumulative practice in this context is defined as follows:

You are assessed on an ongoing basis in your practical classwork in the studio, the skills acquisition over the modules, the progress and development towards the learning outcomes and your process of engaging with the work and feedback as directed. Classwork will also include incremental tasks that are prepared week by week such as learning and preparing material, practice performances of performance work in progress and may also include constituent written or presented research, analysis and self reflective/evaluative tasks within this.

Students with disabilities and/or particular learning needs should discuss assessments with the Head of the particular department to ensure they are able to fully engage with all assessment within the programme.

Summative assessment in each module occurs primarily at the end of term 3 at each level in order to allow students the maximum amount of time to achieve the learning outcomes.

Work or Study Placements

n/a

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.

- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	PA4501	INTRODUCTION TO ACTING	30	Core	N
4	PA4502	PROJECTS	30	Core	N
4	PA4503	SKILLS OF THE ACTOR 1	45	Core	N
4	PA4504	CONTEXTUAL STUDIES 1	30	Core	N
5	PA5501	WORKSHOPS	45	Core	N
5	PA5502	RECORDED MEDIA	15	Core	N
5	PA5503	SKILLS OF THE ACTOR 2	45	Core	N
5	PA5504	CONTEXTUAL STUDIES 2	15	Core	N
6	PA6501	PRODUCTIONS	60	Core	N
6	PA6502	ACTING FOR SCREEN	15	Core	N
6	PA6503	CONTEXTUAL STUDIES 3 Practical Dissertation	30	Core	N
6	PA6504	CONTEXTUAL STUDIES 4 Professional Preparation	15	Core	N

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which

options will be running, based on student demand and academic factors, in order to create the best learning experience.

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

All modules on the programme are core and there are no optional modules. All modules at each level must be passed in order to progress to the next level of study or to proceed to an award.

All modules run across the full academic year, with teaching, learning and assessment occurring in all the three terms.

All modules at each level must be studied concurrently within the programme (co-requisite). All modules at the previous level of study must be passed in order to progress (pre requisite). No modules may be taken in conjunction with those offered by any other programme. No AEL or ACL processes will permit a student to join the programme at levels 5 or 6.

Summative assessment in each module occurs primarily at the end of term 3 in order to allow students the maximum amount of time to achieve the learning outcomes.

The overall credit-rating of this programme is **360** credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Programme Specific Regulations

Students on this programme are expected to maintain a 90% attendance rate in order to progress effectively through the levels of study and achieve the learning outcomes. Attendance is compulsory on an intensive timetable which runs for a MINIMUM of 30 contact hours per week over at least 36 weeks and typically more, with additional self led study hours. Attendance of less than 90% may be considered a disciplinary matter, and may after due process lead to termination of studies on the programme.

The Programme runs according to **programme specific academic regulations and policies** which may diverge from standard UEL frameworks in order to uphold the professional vocational standards expected and to ensure the principles of holism, integrated skills development and embodied learning are fully supported.

Typical Duration

The expected duration of this programme is 3 years full-time at the Italia Conti Sites. It is not possible to switch to a part time learning mode, and there are no distance learning options.

Further Information

More information about this programme is available from:

- The UEL web site (www.uel.ac.uk)
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- **www.italiaconti-acting.co.uk**

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

At level 6 (3rd year) students should expect to pay for personal professional marketing materials and professional body registrations (headshots, entry into Spotlight directory, Equity membership etc) These costs can be considerable, but vary annually and considerably according to student preference (eg selection of photographers at a various range of costs). Costs typically are in the region of £500 upwards.

At levels 4 and 5 (1st and 2nd years) students may expect to pay for theatre trips (self organised), texts and personal stationery (notebooks), incidental props and costume on a **voluntary** basis. Recent students suggest that typical costs are on average appx £60 per term.

Texts, course equipment, and studio/ rehearsal wear (inc yoga mats, shoes, practice skirts) are compulsory, and a core equipment list is sent to all enrolling students when they accept their place. Core equipment varies considerably in price according to student preference, but appx £50 at minimum.

Alternative Locations of Delivery

This programme is run primarily at Italia Conti Site

Location of delivery:

ITALIA CONTI ACADEMY OF THEATRE ARTS
72 LANDOR ROAD
LONDON
SW9 9PH
(CLAPHAM NORTH)

From time to time some sessions may be run at the Italia Conti Barbican Site, at local movement studios or in external performance venues (typically at level 6 for the Agent showcase in West End theatre) when specialist spaces are required.