

University of Plymouth

Faculty of Arts, Humanities and Business

School of Humanities and Performing Arts

Programme Specification

BA (Hons) Acting

This award incorporates a Foundation Year

Definitive Document Approved: 9.4.19



Implementation Date: September 2019

Amended by Minor Change: 4.12.19

1. **Final Award title**

BA (Hons) Acting

Integrated Foundation Year

The Foundation year is an integral part of the final award route and is not therefore reflected in the final award title.

Level 4 Intermediate award: Certificate of Higher Education in Acting

Level 5 Intermediate award: Diploma of Higher Education in Acting

UCAS code (s): W412 / W410

HECOS code: 100067

2. **Awarding Institution:** University of Plymouth

Teaching institution: University of Plymouth

3. **Accrediting body(ies):** N/A

4. **Distinctive Features of the Programme and the Student Experience**

Level 3

At Level 3, we offer an experiential learning environment with a focus on active exploration, experimentation and discovery across a wide range of techniques, methods and approaches. It offers higher levels of academic and pastoral support to the new students, while simultaneously developing a sense of being part of a wider student community. It offers Level 3 students the benefits of a Higher Education environment through a range of curricular and extra-curricular opportunities. We aim to provide opportunities for non-standard entry students to embark upon a degree programme.

Level 4-6

This course offers professional-standard training offering students key skills, industry expertise and a sound academic formation. Aiming to prepare students to face the challenges found in the industry, students are offered a high contact hours and an

intensive professional training. The course benefits from the Subject's ongoing agreement with Theatre Royal¹ and as such, students benefit from joint teaching and access to the production of new work at the Theatre Royal Plymouth.

The partnership between the University of Plymouth and Theatre Royal Plymouth expands the teaching expertise, and the practical opportunities for all BA (Hons) Acting Students. Students have contact with industry-leading practitioners hand-in-hand with top quality teaching from higher education specialists in our university. Students are also likely to have access to some of the spaces managed by Theatre Royal (particularly the Production Centre TR2 and the Theatre Lab) at some point during their degree.

Employability is a key feature of this programme. The course is accredited by both Equity and Spotlight, which allows students to find the best opportunities for work after graduation, as they become members of the most successful platforms in the industry through which they can advertise their work. Students are also able to access industry expertise with the Theatre Royal Plymouth's creative staff, and network with professionals and prospective employers through training workshops. They are also able to apply for volunteering professional opportunities, such as the Theatre Royal Plymouth's Assistant Practitioner scheme.

5. Relevant QAA Subject Benchmark Group(s)

Dance, Drama & Performance (2015):

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781_10

6. Programme Structure

The traditionally accepted industry standard for vocational actor training programmes (as was accredited by Drama UK) requires practical teaching in canonical acting techniques and methods, as well as engagement with a range of texts, including realist drama and lyrical verse. In consultation with the Artistic team at Theatre Royal Plymouth, we recognise that industry now expects performers to be able to generate their own performance work and to contribute towards the devising and direction of theatre in rehearsal.

The programme structure of BA (Hons) ACTING responds to these traditional and emerging needs; each year is an iteration of a model encompassing technique-

¹ TRP assist the University in the provision of PC Modules to the Students.

TRP expressly acknowledges and agrees that the University remains wholly responsible for the administration, management and delivery of the Programme to the Students, and the Theatre agrees that it shall at all times follow the instructions of the University in relation to any teaching or provision of services to the University under this Agreement.

teaching, formal direction in production and the generation by students of their own performances. The iterative model of training deepens experience through sustained engagement in these three core strands of an actor's work: skills, production and generation. (See Appendix A for Module diagram)

LEVEL 3

- Introduction to the Study of Performance
- Introduction to Performance Training
- Introduction to Performance Making Processes 1
- Introduction to Performance Making Processes 2
- Introduction to Performance Analysis

LEVEL 4

- Introduction to Acting
- Page to Stage 1: The Physical Action
- 20th Century Performance Practices
- Actor's Care of Self
- Training for Actors 1: Voice & Body
- Page to Stage 2: Discovering the Through-line

LEVEL 5

- Page to Stage 3: Beyond the System
- Performance Practices
- Training for Actors 2: Embodying Text
- Acting for Recorded Media
- Making Theatre 1
- Theatre Residency

LEVEL 6

- Training for Actors 4
- Acting Rediscovered
- Performance Research
- Making Theatre 2

7. Programme Aims

7.1. Level 3, Foundation Year

On successful completion of the Foundation year of the programme students should have developed:

1. To provide a supportive and stimulating learning environment to prepare students for the specialist study of Acting.
2. Enable students to develop key learning skills and to build an awareness of practice, context and theory.
3. Provide students with opportunities to experiment and explore a range of methods, techniques and approaches in preparation for further studies.

7.2. Level 4-6

The aim of the Programme is to give experiences of the realisation of performance: of techniques, processes, methodologies and genres, and for these experiences to provide the basis for a lifelong engagement in the development and production of performance forms.

Graduates will meet the current needs of the creative industries, and also be equipped to redefine and refine these needs for the future as they work and develop as practitioners.

8. Programme Intended Learning Outcomes

8.1 Level 3, Foundation Year

The intended learning outcomes of the Foundation year should be read in conjunction with those of the Level 4-6 award to demonstrate the full scope of the intended study programme.

On successful completion of the Foundation year of the programme students should have developed:

1. A range of critical and analytical study skills to support learning;
2. A knowledge and experience working with a range of methods, techniques, strategies and approaches.
3. An understanding of a range of theoretical, historical and contemporary contexts
4. An ability to take responsibility for learning and develop the ability to self-manage a programme of study.

8.2 Levels 4-6

Knowledge and understanding

On successful completion graduates should have developed:

1. (KU 1) specific performance vocabularies, techniques, crafts, structures and key professional and creative working methods (7.13.4 QAA)
2. (KU 2) key practitioners and practices and/or theorists and their cultural and/or historical contexts (7.12.2 QAA)
3. (KU 3) cultural frameworks that surround performance events and on which these events impinge (7.13.6 QAA)

Cognitive and intellectual skills

On successful completion graduates should be able to:

1. (CI 1) the ability to describe, interpret and analyse performance texts, production techniques and disciplines and performance events, using a range of specific strategies and methods (7.13.1 QAA)
2. (CI 2) an intelligent engagement with the interplay between current practice and theory within the field of performance, and an understanding of the lineages of these ideas (7.12.6)
3. (CI 3) an intelligent engagement with varied forms, practices, traditions, theories and histories of performance and theoretical explanations of these (7.12.1 QAA)

Key transferable skills

On successful completion graduates should be able to demonstrate:

1. (KT 1) work individually and as part of a group to achieve objectives, to schedule (7.14.3 QAA)
2. (KT 2) engage in appropriate independent research (7.14.6 QAA)
3. (KT 3) formulate ideas and express these to others in an appropriate form (7.14.1 QAA)

Employment Related Skills

On successful completion graduates should be able to:

1. (E 1) understanding of the possibilities for performance implied by a text and/or score and abilities in realising these sources through performance, to a high standard (7.12.4 QAA)
2. (E 2) ability to contribute to the creation and/or production of performance through a skilled practical understanding of appropriate performance (7.13.4 QAA) vocabularies, techniques, crafts, structures and working methods
3. (E 3) competency in utilising representation to get employment and in generating, promoting and selling their own performance work. (7.14.7 QAA)

Practical skills

On successful completion graduates should be able to:

1. (P 1) interpreting texts and scores, and transitioning these from page to stage to produce a high, professional standard of performance (7.12.3 QAA)
2. (P 2) utilising collective processes and the interplay between the performers' internal resources and the resources of the group in the realisation of performance (7.12.5 QAA)
3. (P 3) processes of production, design and rehearsal by which performance is created, and have experience of their realisation and presentation in performance (7.13.2 QAA)

9. Admissions Criteria

All applicants must have GCSE (or equivalent) English at Grade C or above.

International applicants must also satisfy the University's English language requirements as specified at

<https://www.plymouth.ac.uk/international/how-to-apply/international-students-entry-requirements>

Entry Requirements	
	Foundation Year
A-level/AS-level	For Level 3 entry the Tariff points entry level will normally be 32-48 points from A level or equivalent. Non-standard applicants will normally be interviewed.
BTEC National Diploma/QCF Extended Diploma	All applications to be referred to the Admissions Tutor
Access to Higher Education at level 3	
Welsh Baccalaureate	Refer to Admissions Tutor
Scottish Qualifications Authority	32-48 points at Advanced Highers – refer to admissions tutor
Irish Leaving Certificate	Irish Highers, H5 in five subjects equivalent to 32-48 points
International Baccalaureate	24 overall – refer to Admissions tutor
Proficiency in English	Students for whom English is an additional language will need to demonstrate ability in spoken and written English equivalent to an IELTS score of 6.0 and/or successfully complete the university's special test before entering the Foundation Year.

10. Progression

10.1 Progression criteria for Foundation Year

Students are required to pass all modules of Level 3 (Foundation Year) to progress directly onto Level 4 of one of the following performing arts related degree programmes: BA (Hons) Acting, BA (Hons) Drama and Theatre Practice, BA (Hons) Dance or BA (Hons) Directing. Please note that progression to BA (Hons) Directing will be upon successful completion of an interview.

10.2 Progression criteria for Final and Intermediate Awards

- Students must achieve 120 credits at Level 3 to progress to Level 4. There is no exit award for those leaving after Level 3 only.
- If students withdraw from the degree programme after successfully completing Level 4, they are eligible for the award of a Certificate of Higher Education (CertHE).
- If students withdraw from the degree programme after successfully completing Level 5, they are eligible for the award of a Diploma of Higher Education (DipHE).
- If students fail to achieve 120 credits at Level 6 but gain 80 credits they may be eligible for an Ordinary Degree.

Students must achieve 120 credits at Level 4 to progress to Level 5, and 240 credits (including 120 at Level 5) to progress to Level 6.

11. Non-standard Regulations

N/A

12. Transitional Arrangements

N/A

Appendices

Programme Specification Mapping (UG) – core/elective modules

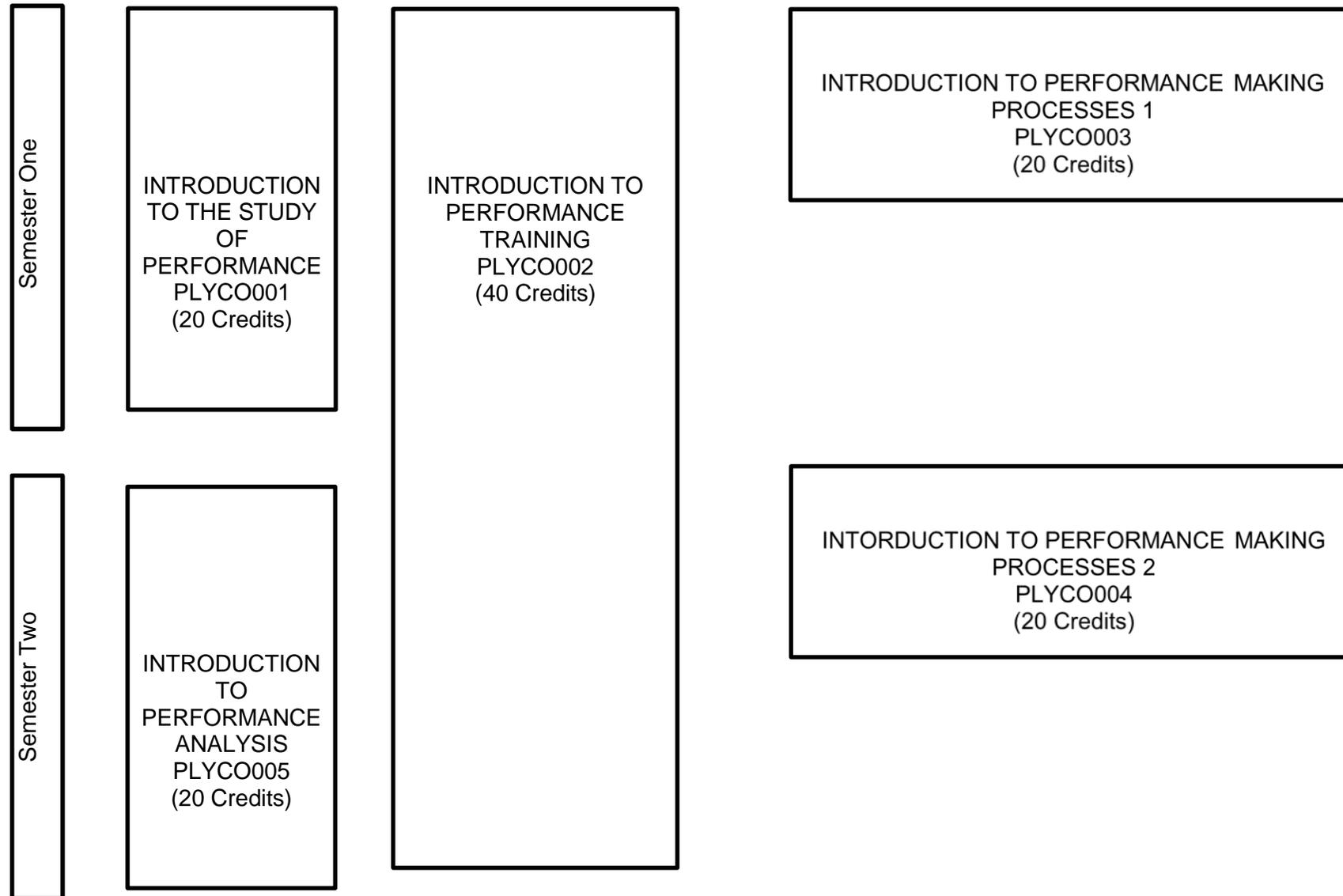
Programme Intended Learning Outcomes Map BA (Hons) Acting		Foundation (Level 3)	
Graduate Attributes and Skills	2	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) <i>The FHEQ requirements are already given here in italics</i>	Aim	Subject Benchmark (specific reference)	Related Core Modules
<p><i>The student will be able to demonstrate:</i></p> <ul style="list-style-type: none"> • A range of critical and analytical study skills to support learning. • A knowledge and experience working with a range of methods, techniques, strategies and approaches. • An understanding of a range of theoretical, historical and contemporary contexts. • An ability to take responsibility for learning and develop the ability to self-manage a programme of study. 	<p>At level 3 the programme will foster a suitable learning environment to facilitate the success of students from a range of non-standard background, offering bespoke support and skills training.</p>	<p>QAA benchmark describes Honours level (QAA, 2007, ii)</p>	<p>PLYCO001 PLYCO002 PLYCO003 PLYCO004 PLYCO005</p>

Appendix 1: Programme Specification Mapping (UG): L4 – L6 module contribution to the meeting of Award Learning Outcomes

CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical					
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills				
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			1	2	3	4	
Level 4	ACT441	X												X				X					Y	P1 100%
	ACT442						X			X	X	X			X			X	X	X			Y	C1 100%
	PLYCO00		X	X			X	X			X	X											Y	C1 100%
	ACT445	X								X				X	X								Y	P1 100%
	ACT443	X	X	X														X					Y	C1 40%, P1 60%
	ACT444	X		X			X																Y	P1 100%
Level 4 LOs		X	X	X			X	X		X	X	X		X	X			X	X	X				
Level 5	ACT510		X						X					X			X					Y	P1 100%	
	PLYCO523	X	X				X	X									X		X			Y	C1 100%	
	ACT505	X	X						X													Y	P1 100%	
	ACT506	X					X	X					X				X					Y	P1 100%	
	ACT501	X					X	X		X							X		X			Y	P1 100%	
	PLYCO522		X	X		X	X	X		X	X	X				X		X				Y	C1 100%	
Level 5 LOs		X	X	X		X	X	X		X	X	X		X	X	X		X	X	X				
Level 6	ACT603	X	X				X			X							X				Y	P1 100%		
	ACT600	X	X	X		X				X						X		X			Y	P1 100%		
	PLYCO610	X	X	X							X	X										N	C1 100%	
	ACT601	X					X	X														N	C1100%	
Level 6 LOs		X	X	X		X	X	X		X	X	X		X	X	X		X	X	X				
Confirmed Award LOs		X	X	X		X	X	X		X	X	X		X	X	X		X	X	X				

Appendix A BA (HONS) ACTING LEVEL STRUCTURE DIAGRAM



Semester One

INTRODUCTION TO ACTING ACT441
(20 Credits)

TWENTIETH CENTURY PERFORMANCE PRACTICES PLYCO400
(20 Credits)

FROM PAGE TO STAGE 1: The Physical Action ACT442
(20 Credits)

Semester Two

ACTOR'S CARE OF SELF ACT444
(20 Credits)

PAGE TO STAGE 2: Discovering the Through-line ACT443
(20 Credits)

TRAINING FOR ACTORS 1: Voice & Body ACT445
(20 Credits)

Semester One

PAGE TO STAGE 3: Beyond the System ACT510 (20 Credits)

TRAINING FOR ACTORS 2: Embodying Text ACT505 (20 Credits)

PERFORMANCE PRACTICES PLYCO523 (20 Credits)

Semester Two

THEATRE RESIDENCY PLYCO522 (20 Credits)

ACTING FOR RECORDED MEDIA ACT506 (20 Credits)

MAKING THEATRE 1 ACT501 (20 Credits)

Semester One

TRAINING FOR ACTORS 4 ACT603
(20 Credits)

ACTING REDISCOVERED
ACT600 (20 Credits)

PERFORMANCE RESEARCH
PLYCO610
(40 Credits)

Semester Two

MAKING THEATRE 2 ACT601 (40 Credits)