

COURSE SPECIFICATION 2024

Course Aim and Title	BA (Hons) Acting
Intermediate Awards Available	Cert HE, Dip HE
Teaching Institution(s)	Italia Conti (partner only)
Alternative Teaching Institutions (for local arrangements see final section of this specification)	n/a
UEL Academic School	Arts and Creative Industries
UCAS Code	W401 (2024 entry) ICW4 (2025 entry onwards)
Professional Body Accreditation	Federation of Drama Schools (FDS) CDMT
Relevant QAA Benchmark Statements	Dance, Drama and Performance 2024
Additional Versions of this Course	n/a
Date Specification Last Updated	September 2024

Course Aims and Learning Outcomes

The BA (Hons) Acting is a three-year, full-time course, leading to a BA with honours qualification after successful completion of study. The course will fully prepare students for a performance career as an actor developing their practice and thinking in an integrated way. Through training in acting, voice and movement, students will develop what it takes to become an actor / artist. Consistency and creativity paired with the critical approach they need to study acting will provide students with expertise applicable to a variety of careers in the field.

Italia Conti's BA (Hons) Acting course is designed to nurture and develop innovative and individual actors, who embody and apply specialist skills and techniques supported by grounded knowledge of industry practices, contexts, and the emerging requirements that empower graduates for a sustainable career in the performing arts.

What you will learn:

Year 1 (Level 4)

The student actor needs a firm understanding of the core principles, which support a successful performance. The 1st year introduces the student to the principles behind Stanislavski's system of physical actions as interpreted by a range of 20th Century and contemporary practitioners such as Uta Hagen, Michael Chekhov and Max Stafford-Clarke. Through improvisation and work on a range of texts, the student acquires the tools and knowledge necessary to create an emotionally and



psychologically credible characterisation. As the student moves through the 1st year, they are exposed to increasingly complex theatrical texts and genres which required continual adjustment or augmentation of the core principles.

Each term students undertake a group project. Project work encourages the integration of acting, voice, movement and singing skills, and enables the individual to develop their process within a rehearsal and performance situation.

Emphasis is placed on the collaboration of acting, movement, voice and singing, and consequently there is a significant amount of time teaching at all levels. Interpretive, reflection and analytical skills are encouraged through contextual studies, in which students are encouraged to evaluate their own work as well as that of others.

Year 2 (Level 5)

Having acquired the core skills associated with Stanislavski's system in the 1st year, students are now asked to adapt these principles to the demands of non-naturalistic texts and further naturalistic texts.

In the final term, students work on two separate plays, with a big focus on ensemble and stylised performance. Every year, students fundraise money over the three terms to take both shows to a Fringe venue. This is not a compulsory part of the course, however all students benefit from the experience of taking work to a festival, with the support from the Italia Conti as and when needed.

Alongside these, students acquire associated practical skills such as:

- Stage Combat (with the option of taking a BASSC exam)
- Actors Dance (with the option of taking Bronze, Silver and Gold social dance exams)
- Further accent training
- Further acting through song training
- In students' weekly TV and Radio lessons, they continue to work on developing their skills learnt in the 1st year.

Year 3 (Level 6)

The priority for this year is to encourage each student's capacity to engage with the profession in multiple ways, maximising their employability.

The final year bridges the gap between the classroom and professional world. Students participate in three professional shows, working with outside industry directors. Both Italia Conti and students invite agents, casting directors and other industry professionals to try and obtain representation and exposure.



A distinctive feature of this year is the opportunity to work on a long form film project, professionally produced and directed, which provides every student with solid exposure to filming practices, and high-quality material for their own marketing and show reel purposes.

As part of the degree, all students must complete a practical dissertation in the second term where they present their own written scripted work, encouraging independent and professional working practises in the development of their own work.

The course 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 course, 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 course's single honours route.

Learning and Teaching

The course is designed for the actor-artist with emphasis on technical training, critical thinking and learning by doing. Our aim is to produce thinking, skilled, creative performers who can frame, manage, and professionally facilitate their practice. We promote the combination of conservatoire-style training with the benefits of a multi-disciplinary arts university education. As a conservatoire-style training relies upon expert-led training and activity, you will have high contact teaching activities with staff. You are also required to further your learning through guided independent study, reading, practice and rehearsal. As the course, and profession, requires intensive physical training and practice, you will be encouraged to maintain healthy nutrition, develop physical conditioning, technique and protective practices, and most importantly to monitor your mental and physical wellbeing as a performer.

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
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- Observation and critique of performance
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- 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

Each student will also receive a detailed briefing sheet or scheme of work at the beginning of each term, which will outline the specific content of each class series within each module, and the learning outcomes and assessment practice within each of these.

In general students will be assessed on Learning Outcomes (as per the Module Specifications) pertaining to 'Knowledge', 'Thinking Skills', 'Practical Skills' and 'Skills for Life and Work', via the following methods:

Knowledge is assessed by

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

Thinking skills are assessed by

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

Practical skills are assessed by

- Cumulative practice
- Reflective/Evaluative Portfolios



- Performance
- Presentation

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

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

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, sharings/presentations, and may also include constituent written or presented research, analysis and self-reflective/evaluative tasks within this.

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.

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.

Work or Study Placements

N/A

There is no compulsory and/or optional work/study placement(s) within this course.

Course Structure

All courses 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:

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

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

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
4	PA4088	Acting Lab	20	Core	N
4	PA4089	Project	40	Core	N
4	PA4090	Skills of the Actor - 1	40	Core	N
4	PA4091	Contextual Practice - 1	20	Core	N
5	PA5049	Stage, Screen & Audio	60	Core	N
5	PA5052	Skills of the Actor - 2	40	Core	N
5	PA5053	Contextual Practice - 2	20	Core	N
6	PA6096	Productions	60	Core	N
6	PA6097	Recorded Performance	20	Core	N
6	PA6098	Dissertation	20	Core	N
6	PA6099	Professional Preparation	20	Core	N

All modules are core module, which a student must have passed (i.e. been awarded credit) in order to achieve the CertHE award. There are no optional modules for this course.

Please note that this course includes workshops and classes which deliver complimentary skills. These classes may be compulsory sessions, but are not assessed within the course, and may vary from year to year.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award.

All modules on the course 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 course (co-requisite). All modules at the previous level of study must be passed in order to progress (prerequisite). No modules may be taken in conjunction with those offered by any other course. No AEL or ACL processes will permit a student to join the course 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 course 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.

Course Specific Regulations

Students on this course 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 27.5 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 (professional conduct) and may after due process lead to termination of studies on the course.

The course runs according to 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 course is 3 years full-time at the Italia Conti site. 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 course is available from:

- The Italia Conti web site (www.italiaconti.com)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)

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

Additional costs:

- Audition fee for selection onto the programme £45
- Purchasing of relevant books/play-texts (appx £20 per term)
- Basic costume, props or rehearsal materials.(varies according to student preference)
- Stationery and printing (appx £20 per term)
- Travel between sites for sessions and performances – variable
- Theatre visits

A kit and book list is sent to all students prior to enrolment detailing appropriate studio/rehearsal wear etc Costs vary considerably according to student preference, but app £50.

Level 5 students can also OPT to take additional external exams in Dance and stage combat, according to personal preference. Classes and exam fees are in the region of £150.

At the end of the Level 5 year, students should expect to pay for professional Head Shots for personal professional marketing purposes.



At Level 6 (3rd Year) students should expect to pay for personal professional marketing materials and professional body registrations (further 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. All students should expect to travel to external venues for sessions and performances.

Texts, course equipment, and studio/ rehearsal wear (incl. correct shoes, practice skirts) are compulsory, and a kit list is sent to all enrolling students when they accept their place. Students are advised to procure a computer, laptop or similar to carry out word processing, research and to watch audio-visual recorded performance work.

Alternative Locations of Delivery

This programme is run primarily at Italia Conti Site

Location of delivery:

ITALIA CONTI
2, HENRY PLAZA,
VICTORIA WAY,
WOKING
SURREY
GU21 6BU

From time to time some sessions may be run at Italia Conti e.g. local movement studios or in external performance venues (typically at Level 6 for the Agent Showcase/Industry Days etc.) when specialist spaces are required.