

## COURSE SPECIFICATION 2024-25

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| <b>Course Aim and Title</b>   | CertHE Introduction to Acting  |
| <b>Intermediate Awards Available</b>  | n/a  |
| <b>Teaching Institution(s)</b>  | Italia Conti (partner only)  |
| <b>Alternative Teaching Institutions<br/>(for local arrangements see final<br/>section of this specification)</b> | n/a  |
| <b>UEL Academic School</b>  | Arts and Creative Industries   |
| <b>UCAS Code</b>  | W411 (September 2024 entry)<br>W41C (September 2025 entry onwards)   |
| <b>Professional Body Accreditation</b>  | Council for Dance, Drama and Musical<br>Theatre<br><br><i>Affiliated to FDS: Federation of Drama<br/>Schools</i> |
| <b>Relevant QAA Benchmark Statements</b>  | Council for Dance, Drama and Musical<br>Theatre<br><br><i>Affiliated to FDS: Federation of Drama<br/>Schools</i> |
| <b>Additional Versions of this Course</b>   | n/a  |
| <b>Date Specification Last Updated</b>  | September 2024   |

### Course Aims and Learning Outcomes

The CertHE Introduction to Acting is a one-year, full-time course, leading to a Certificate of Higher Education after successful completion of study.

Italia Conti's CertHE Introduction to Acting course is designed to give you a clear understanding of what the work of an actor (both training' and professional) actually entails and begin to develop the skills that form the foundation of an actors' training.

On this course you will be introduced to the basic principles of actor training, which will be delivered through the following modules:

- **Acting Practice;** classes which will cover a variety of acting techniques, approaches, and acting fundamentals, as well as preparing you for Drama School auditions.
- **Rehearsal & Performance;** Scene Studies and a Project which focuses on implementing skills and developing the beginnings of acting process for rehearsal through to sharings and performance.



- **Skills of the Actor;** core classes in Voice, Movement and Singing (acting through song) which will build an understanding and the practical foundations of an actor's skills training.
- **Contextual Studies;** classes and workshops that investigating and exploring 'the actor', performance elements, and collaborative practice, as well as providing tasters on both acting and the wider creative/training options available. Additional work on interview and audition preparation with Mock Auditions.

Our basic approach to acting training is rooted in the principles of Stanislavski, as developed by Uta Hagen and other contemporary practitioners. However, both the Italia Conti 'CertHE in Introduction to Acting' and 'BA (Hons) Acting' courses do not seek to mould young actors to any one method or system for acting. Rather, they try to make available to its students a range of ideas and training methods, so that each student may begin to construct a personal way of working, which they can continue to develop at other acting institutions or in other learning environments.

On completing the 'CertHE in Introduction to Acting' you will have knowledge of the skills necessary to develop as an actor and should have some capacity to apply them. You should also have a solid sense of your own potential as an actor.

The overall aims of the course are:

- To provide you with an introduction to conservatoire-style actors' training, including a greater understanding of what is required of an actor and an actor in training, as well as a solid understanding of what the industry requires from the contemporary actor. In doing so, we'll enable you to make a truly informed decision about pursuing acting, other creative strands of acting and wider theatre practice – with an idea of what approaches/options are available and best suited to the individual in pursuing these goals.
- To develop your understanding, practical engagement and implementation of necessary acting and actor training skills. Creating an intellectual and practical foundation in acting work, vocal work and physical work as well as developing critical and analytical awareness preparing them for a three-year conservatoire-style training or practical university course.
- To prepare you for Drama School/practical auditions and wider HE study by focusing on the basic requirements of improvisation, contemporary and classical speeches, and interview preparation. We aim to also build confidence, ease, and an appropriate approach to and communication of text and character, which forms the basis of a successful candidate on a three-year conservatoire-style actors' training.
- To offer you tasters in specialist skills and other creative career and training options that can both inform your understanding of the acting and theatre making collaboration and potentially ignite an interest in a non-acting career within the industry – and offer support and advice in pursuing this.

At the end of this course, you will be able to:



### **Knowledge**

- Identify, discuss, and explore practitioners, techniques, skills, and practices that begin to form the basis of an actor's process, with an understanding of some of the language employed in an actors' training.
- Practically understand and realise basic movement patterns, recognise movement habits, and physically inhabit a neutral body.
- Demonstrate an understanding of basic vocal anatomy, how sounds are made, and begin to recognise vocal and speech habits and patterns.
- Demonstrate an understanding of text/lyric analysis and have a basic understanding of vocal and singing technique.
- Demonstrate critical awareness of research methodologies and approaches as a specific to actors and creative work generation, as well as relevant academic approaches.
- Engage in critical perspectives on contemporary debates identified as pertaining to acting, actors and performance.

### **Thinking skills**

- Undertake appropriate and useful background research and analysis.
- Break down text and identify devices, subtext and intentions in a way that supports appropriate presentation.
- Begin to cognitively understand the connection between mind, body, and voice.
- Identify personal strengths and needs and reflect objectively on personal development as an actor.
- Operate and think reflexively creatively/imaginatively and critically to develop ideas and construct arguments within the generation of presentations, in preparation of rehearsal/performance and written tasks.
- Analyse, evaluate, and interpret performance/texts/ideational materials/concepts within the generation of presentations, in preparation of rehearsal/performance and written tasks.

### **Subject-Based Practical skills**

- Work actively as a generous and supportive member of an ensemble. Engaging with a discourse in a group process of discussion to inform creative decision making.
- Create and explore characters and on-stage relationships, working towards believable and natural responses that are appropriate to the needs of the text/piece
- Move with increased confidence, increased freedom and physical articulation and basically connect emotionally and with intention to the physical moment.
- Begin to align and use a free breathing technique, with connection of breath and thought in a released and supported vocal sound.
- Articulate fundamental speech sounds with clarity and truth in own accent.
- Engage with some of the fundamental principles of acting/storytelling through song with some confidence, in both solo and group scenarios.



- Analyse and evaluate performance/texts/ideational materials collaboratively and independently to generate ideas and approaches to explore in performance related processes and practices.

### **Skills for life and work (general skills)**

- Evaluate own work and that of others.
- Work independently and collaboratively, negotiating and pursuing goals and the needs of the project with others in a focused, supportive, and exploratory way.
- Express a range of ideas using appropriate physical, vocal and written communication (including appropriate use of technology), demonstrating an understanding of academic and subject specific conventions and styles.
- Identify, access, and collate evidence from a variety of academic and industry sources to demonstrate and develop knowledge, understanding and argument/ideas.
- Demonstrate evidence of reflection on academic performance by implementing feedback given.

## Learning and Teaching

The course is designed for students wishing to pursue continued training for a career as an actor. Our aim is to begin the development of the foundational skills provided in the context of a conservatoire-style training; preparing you for auditions and the training of a vocational higher education course, and to introduce you to the roles around the actor which may in itself become a viable career option. We hope to cultivate the idea of the 'actor-artist' which we believe will be the underpinning of any future training or career in the performing arts. On the course you will receive a high level of contact teaching activities with staff. You are required to further your learning through guided independent study, reading, practice and rehearsal. As the course 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**

- Guided reading
- Knowledge-based activities with feedback
- Classes, Workshops, Lectures, and skills-based activities with feedback
- 1:1 and small group tutorials

### **Thinking skills are developed through**

- Classes, Workshops, Lectures, and skills-based activities with feedback (script analysis etc.)
- Reflective activities with feedback



### **Practical skills are developed through**

- Classes, Workshops, Lectures, and skills-based activities with feedback
- 1:1 and small group tutorials
- Rehearsals and Performances with feedback

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

- The demands of the study medium (i.e., high contact-hours, rehearsal process/periods, etc.)
- Class work
- Project work

## Assessment

You will 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, you 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 in order to allow you the maximum amount of time to achieve the learning outcomes.

If you have a disability and/or particular learning need, you should discuss assessments with the Course Leader and / or the Head of Year to ensure you are able to fully engage with all assessment within the course.

## Work or Study Placements

N/A

There is no compulsory and/or optional work/study placement 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. |
| 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?<br>Y/N |
|-------|-------------|-------------------------|------------------|-------------|--|
| 4     | P4092       | Acting Practice         | 40               | Core        | N                                      |
| 4     | PA4093      | Rehearsal & Performance | 40               | Core        | N                                      |
| 4     | PA4094      | Skills of the Actor - C | 20               | Core        | N                                      |
| 4     | PA4095      | Contextual Practice - C | 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 (pre-requisite). 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 mid-course.

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 120 credits.** If for some reason you are unable to achieve this credit you will not be entitled to an intermediate award but may be able to carry the credit you have accumulated. Please refer to the University Student Policies and Regulations on the UEL website for further information.

## Course Specific Regulations

As a student on this course, you are expected to maintain a 90% attendance rate in order to progress effectively through your course of study and achieve the learning outcomes. Attendance is compulsory on an intensive timetable. 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 1 year 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](http://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)
- Cost of Excursions (appx £30 per annum)
- 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
- PC / laptop capable of running Microsoft 365, with webcam and microphone (if not already built into the webcam)
- Headphones

Texts, course equipment, and appropriate studio/ rehearsal wear (including correct shoes, practice skirts) are compulsory, and a kit and book list is sent to all enrolling students when they accept their place.

Costs vary considerably according to student preference, but approximately £80 (kit list) and £60 (books and texts).

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 when specialist spaces are required.