

Programme Specification

Title of the award: BA (Hons) Acting for Stage and Screen

UCAS Code: W401

Admission requirements: HND in Acting and Performance or equivalent

Reasons to Study this programme:

This programme will allow you to enhance the development of your acting skills through practical work in both stage and screen performance. You will study a variety of acting theories and approaches in practical workshop sessions. Throughout your development on the programme you will be involved in a practical exploration of the relationship between acting and psychology, acting and emotion, acting and character, acting and cognitive processes, and the many ways in which traditional theories of acting have responded to the question of how actors prepare and perform. Techniques for inspiring imagination and play will be at the heart of the work, and you will explore a variety of theoretical approaches with no pressure to adopt any single one. You will develop the ability to create acting that is complex, engaging, believable and sustainable in varying contexts. You will prepare for work in both live and recorded performances; in classical and contemporary texts. Over the course of your time you will be expected to take an increasingly independent role in shaping the direction of your study. You will work in various settings as both actor and director and, along with staff and other industry professionals, you will be heavily involved in programming and producing as well as performing in your final public showings. You will participate in private and public productions and will be assessed on your acting abilities in such performances.

We recognise that changing patterns in the theatre and entertainment industries increasingly require that along with demonstrating performing skills at a professional level, graduates should have a broad grasp of industry practice as well as a flexible and entrepreneurial outlook. In response to this, you will be provided with integrated, interdisciplinary, fully-supported learning that produces thinking, confident practitioners who can work independently as well as collaboratively. By integrated, we are suggesting that rather than dividing acting skills from voice movement, singing and all other fundamental performing skills – a typical conservatoire approach – or dividing the approach to stage or screen acting, we will look to integrate learning in these areas at all times. By interdisciplinary, we are suggesting that acting alone (however brilliant) is not sufficient to equip graduates to sustain a career in a volatile and difficult industry in more than a very few cases. This means that you will be trained to be graduates who can demonstrate knowledge in a number of non-performing skills such as producing, directing, managing, or administrating. Graduates who can both recognise and challenge the limits and possibilities of creating performing and/or arts-aligned careers in live and recorded media in the 21st century. The material through which you will work, and the context in which the ideas

PM4

explored in your theoretical and technical classes can immediately be tested in practical workshop settings where you can collaborate with others, offers great scope for original thinking.

Programme aims:

The BA (Hons) Acting for Stage and Screen is designed to provide you with the practical and technical skills you will need to work as professional actors in the live and recorded media, with vocal, acting and movement techniques backed up by a broad knowledge of modern and contemporary repertoire. Along with classes in textual interpretation and practical work on texts, you will gain critical and theoretical skills in acting and performance theories, which will encourage a deep understanding of the relationship between theory, the written word and performance.

The aims of the programme are therefore to:

- To provide the student with the knowledge and understanding of the skills required to pursue and sustain a career in acting for stage and screen
- To enable students to demonstrate learned performing skills at professional-level standards, in an integrated and creative context
- To enable the student to demonstrate initiative and creativity within the area of acting for stage and screen
- To provide the opportunity for the student to take responsibility for his/her own work within this context
- To provide opportunities for the practical consolidation of acquired skills in performance, and for some self-directed choices in terms of repertoire and media
- To encourage the student to relate critical reflection to artistic practice.

Programme intended learning outcomes:

Upon completion of this programme you will:

- Critically understand the industry and its changing context, and his/her contribution to it
- Effectively employ skills and strategies that can sustain a career in performance or performance-aligned industries



- Work professionally as an actor in stage and screen, with a wide range of knowledge and experience in varied performance contexts
- Recognise a range professional opportunities open to him/her within the theatre and television industry, and demonstrate the ability to produce their own work.
- Actively demonstrate knowledge and understanding of the distinct but related skills and approaches to live and screen acting.

Knowledge and understanding:

On completion of this programme of study you will have:

- A1 Enhanced knowledge of acting theory and practice, and techniques appropriate to collaborative contexts
- A2 Enhanced knowledge and skills in performance, suited to a variety of specific contexts
- A3 Extended knowledge of professional practice within the theatre and television industry, along with a network of professional contacts
- A4 Extended knowledge of theatre and television repertoire
- A5 Enhanced abilities to analyse texts, performances and to synthesise ideas and research
- A6 Knowledge and abilities to conceptualise and employ abstract thinking in creative problem solving
- A7 Increased capacity for complex thought and expressive skills in the creative environment
- A8 Enhanced ability to employ and apply critical self-reflection
- A9 A critical understanding of what is required to produce, programme or direct small scale performance, the requirements for creating successful artistic/business/marketing plans, and the fundamentals of entrepreneurship in the performing arts sector

Skills and other attributes:

On completion of this programme of study you will have:

- B1 Enhanced vocal freedom and expressive ability
- B2 Increased physical strength, stamina, flexibility and 'neutrality'
- B3 A practical grasp of the actor's process and preparation
- B4 An enhanced ability to sustain and inhabit an imagined world
- B5 The ability to demonstrate strong contribution and engagement with others
- B6 The ability to demonstrate substantial autonomy in pursuing artistic goals
- B7 The ability to lead in creative, collaborative contexts
- B8 The ability to conceive, plan and execute small scale performance and have the requisite knowledge to research, analyse and create business / production / marketing plans
- B9 Extended skills for working within a highly pressurised collaborative creative context
- B10 Show capability in managing yourself as a freelance artist and business person, identifying employment opportunities and the skills necessary to find work in the industry
- B11 Demonstrate ability to carry out various forms of research for assignments, projects, or creative productions requiring sustained independent inquiry

Programme delivery

It is our intention to structure the programme around a tripartite method of delivery, which is composed of taught, shared and heuristic modes of learning. The guiding principle underlying the delivery of the programme will be concerned with progressively enhancing your sense of autonomy and initiative. It is understood that the aim of the programme is to train students to a high vocational level and a significant part of assuring employability lies enhancing knowledge of how the industry works and how you can, as a self-managed artist, make the most of every opportunity that presents itself.

Workshop/Practical Sessions

The core of the course lies in the Performance Skills, Technique and Production units. These core sessions are designed to enhance your critical and technical skills, to allow healthy debate and discussion on the nature of the work, and to extend your abilities in a practical setting. These sessions will allow you to focus closely on structure, style, character, and integration of technique and imagination in performance form, and to experiment, exchange, and to build a healthy self-critical/analytical ability.

Team taught sessions

These are most appropriate for areas where team approaches are an efficient way of covering the demands of specific texts or performance activities.

Seminars and Master Classes

These will take place at points where there is a large body of information to be conveyed prior to your engagement in practice in specific areas, or where there are practitioners of great experience/knowledge whose input is best structured as an intensive master class session.

Independent Student-Led Workshops

One of the overall aims of the programme requires that you be given opportunities to lead and initiate in a workshop setting. These workshops will be mentored and observed by designated staff members.

The intellectual rigour demanded of any truly skilled performing artist is great indeed. It is agreed by the Programme Team that the test of intellectual skills needed (critical analysis, innovative problem-solving, leadership ability, etc.) is best located in assignments that can assess research, analysis and presentation in practical ways. The abilities to deal with complex issues, to demonstrate creativity and originality, to exhibit critical awareness of the professional environment, to make informed and confident contributions to group discussions and to lead practical work, are best measured in long-term practical observation and post-project tutorials. However, skills in research, business and market planning and self-assessment will be tested throughout the programme. Assessment patterns throughout the 2 years will reflect these beliefs.

Forms of assessment include:

- coursework (which might include annotated bibliographies, short observational essays, and reviews);
- project work and performance work (much of which will be collaborative);
- formal assessment of live performances and observed classes
- practical projects requiring evidence of considerable scholarly research;
- oral assessment (including formal presentations, performances, etc);
- tasks aimed at the development of specific skills (including IT and bibliographical exercises, acting skills);
- portfolio work (including creative writing, essay plans, story boards, design plans, annotated bibliographies, created resources, business plans, marketing plans, etc).

Assessment on the programme rewards achievement in the following areas:

- breadth and depth of subject knowledge, including relevant contextual knowledge and the demonstration of powers of textual analysis with respect to playing a role or directing a scene;
- the management of discursive analysis and argument, including the awareness of alternative or contextualising lines of argument;
- independence of mind, leadership ability and originality of approach in interpretative and written practice;
- fluent and effective communication of ideas; and ability to contribute significantly to collaborative, creative problem solving;
- critical acumen;
- sound knowledge of the industry and ability to respond with some originality in terms of planning, programming or producing;
- informed engagement with theoretical debates in the realm of performance theory and practice.

Assessment criteria are specified in relation to the module as appropriate, and specific variations, for example, in relation to oral assessment or performance-related reports, are made explicit.

Student support provided

The School of Arts and Creative Industries at Edinburgh Napier University and the School of Arts and Social Sciences at Queen Margaret University provide discipline specific academic support and pastoral support for all students on their programmes. The Director of Student Experience provides a point of contact between School, Faculty and University levels of policy and provision at Edinburgh Napier University. Programme staff identified as Personal Development Tutors (PDT) provide a formal point of contact for students who wish to discuss personal issues outside the normal tutorial or class contact periods. Most staff operate an 'open door' policy that allows informal contact and dialogue to take place. The relevant Programme Leaders or, on occasions, the Heads of School, will deal with issues that cannot be dealt with by the PDT. In addition, students may be directed to University Student Support Services that include professional counselling, welfare advice, learning support and careers guidance.

The specific issues raised by the use of online learning tools and resources have been addressed in the implementation of the WebCT Virtual Learning Environment.

The following resources are also available:

- 24 hour access to the 500-seat Jack Kilby computer centre at Edinburgh Napier University and the Learning Resource Centre at Queen Margaret University
- University Library and Learning Resources available on campus at both Universities
- Student Handbook and Module Guides
- Student Diary containing the Survival Guide
- Access to Learning Support Services
- WebCT support for the programme and the modules
- Staff/Student Liaison Committees
- E-mail accounts
- Access to Educational Development Services
- Edinburgh Napier and Queen Margaret Students Association
- University Careers Services for guidance on career options, interview techniques etc

Students with special needs

Staff in both institutions have experience of assisting students with a wide range of disabilities (especially Dyslexia) and are committed to helping students achieve their educational potential, regardless of disability, wherever this is reasonably possible. All staff are responsible for ensuring the requirements of the Disability Discrimination Act are implemented and 'reasonable adjustments' are made to provide for students' needs.

The Universities provide free testing, with an educational psychologist, for all undergraduate students who demonstrate dyslexic tendencies. The Universities' Special Needs Advisors provide learning support, and guidance with funding applications for scribes and computer hardware.

The School of Arts and Creative Industries has designated members of staff who have responsibility for coordinating and communicating special needs requirements and for liaison between students with special needs and the students' module leaders throughout their period of study.

Access to further study and employment opportunities

Completion of this programme will provide you with a powerful mix of skills. Students will have sufficient skills, knowledge and experience to seek work as a performer in live and recorded media. The combination of business and practical acting skills also offers an unusual combination of knowledge and vocational training that will provide a good background for employment as a producer, director, script-editor or in other related fields within theatre, TV, radio and film. Postgraduate training can offer further opportunities to develop your acting, voice or movement skills or to specialise in an area such as Musical Theatre or Directing. The degree will also provide a good grounding for teacher training in drama.

Credit transfer opportunities

The modular scheme provides opportunities for students to transfer credits from within or out-with the University in accordance with the Scottish Credit & Qualifications Framework and the European Credit Transfer & Accumulation System (ECTS). Other credit transfer opportunities may be available and will be considered.

Other Relevant Information

- a) awarding institution: Edinburgh Napier University and Queen Margaret University
- b) teaching institution: Edinburgh Napier University and Queen Margaret University
- c) external reference points: SCQF, Dance and Drama Benchmark Statements
- d) students can exit with:
 - i) **Degree:** a minimum of 360 credits of which a minimum of 60 credits are at SCQF level 9 or above and a minimum of 90 credits are at SCQF level 8 or above
 - ii) **Degree with Honours:** a minimum of 480 credits of which a minimum of 90 credits are at SCQF level 10, of which a minimum of 30 credits are derived from a dissertation or final year project, and a minimum of 90 credits are at SCQF level 9 or above, and a minimum of 120 credits are at SCQF level 8 or above
- e) Exit awards available at appropriate points from the programme of study.
BA; BA(Hons)
- f) Student destination information: not available until 2011/12 when programme has had a graduating year.
- g) Date the programme approved:
- h) Date the programme specification was last updated: June 2010

**Appendix 1
Programme Structure**

YEAR 3 LEVEL 9	Tri 1	Performance Skills 1 (Compulsory) 20 credits	Interpreting Text (Compulsory) 20 credits	Performance Technique 1 (Compulsory) 20 credits
	Tri 2	Performance Skills 2 (Compulsory) 20 credits	Leadership in the Creative Industries (Compulsory) 20 credits	Performance Technique 2 (Compulsory) 20 credits
YEAR 4 LEVEL 10	Tri 1	Performance Skills 3 (Compulsory) 20 credits	Festival Production 1 (Compulsory) 20 credits	Advanced Performance (Stage) (Compulsory) 20 credits Or Advanced Performance (Screen) (Compulsory) 20 credits
	Tri 2	Performance Skills for Professional Practice (Compulsory) 20 credits	Festival Production 2 (Compulsory) 20 credits	Advanced Performance (Stage) (Compulsory) 20 credits Or Advanced Performance (Screen) (Compulsory) 20 credits

All modules within this structure are compulsory modules, however within these modules, particularly in Level 10, there is a range of options open to students, which will ensure a strong sense of student choice and autonomy in terms of determining areas of specific interest.

Appendix 2: Matrix Mapping
Mapping of Modules to Programme Outcomes

Programme Learning Outcomes: Knowledge and Understanding											
Module Code	Module Name	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
CLP09114	Performance Skills I	x			x		x		x		
CLP09115	Performance Skills II	x			x		x		x	x	
CLP09116	Interpreting Text		x				x	x	x		
CLP09117	Performance Technique I	x	x		x	x	x	x	x		
CLP09118	Performance Technique II	x	x		x	x	x	x	x	x	
CLP09119	Leadership in Creative Indust			x				x	x		x
CLP10111	Performance Skills III	x	x		x		x	x	x	x	
CLP10114	Performance Skills for Prof Prep		x	x				x	x	x	x
CLP10112	Advanced Performance Stage	x	x		x	x	x	x	x	x	
CLP10115	Advanced Performance Screen	x	x		x	x	x	x	x	x	
CLP10113	Festival Production I	x	x	x	x	x	x	x	x	x	x
CLP10116	Festival Production II	x	x	x	x	x	x	x	x	x	x

Programme Learning Outcomes: Skills and Other Attributes											
Module Code	Module Name	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10
CLP09114	Performance Skills I	x	x	x	x	x					
CLP09115	Performance Skills II	x	x	x	x	x					
CLP09116	Interpreting Text	x	x	x	x	x					
CLP09117	Performance Technique I	x	x	x	x	x		x			x
CLP09118	Performance Technique II	x	x	x	x	x		x			x
CLP09119	Leadership in Creat. Indust					x	x	x	x	x	x
CLP10111	Performance Skills III	x	x	x	x	x	x	x			x
CLP10114	Performance Skills for Prof Prep	x	x	x	x		x			x	x
CLP10112	Advanced Performance Stage	x	x	x	x	x					x
CLP10115	Advanced Performance Screen	x	x	x	x	x					x
CLP10113	Festival Production I	x	x	x	x	x	x	x	x	x	x
CLP10116	Festival Production II	x	x	x	x	x	x	x	x	x	