THE NORTHERN SCHOOL OF ART

Programme Specifications

BA (Hons) Acting for Stage & Screen

2019-2020

TEF Gold

northernart.ac.uk

Contents

Section One

Programme Specification

The Programme Specification provides a summary of the main features of the BA (Hons) Acting for Stage & Screen programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your module handbooks.

Key Programme Information	
Final award	BA (Hons)
Programme title	BA (Hons) Acting for Stage & Screen
Teaching institution	The Northern School of Art
Awarding Institution	Arts University Bournemouth [AUB]
Professional accreditation	None
Length of programme/mode of study	3 Years Full-Time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Art and Design
UCAS code	W410
Language of study	English
External Examiner for programme:	Gordon Murray University of Winchester
Please note that it is not appropriate for students to contact External Examiners directly	
Date of validation	March 2018
Date of most recent review	Not Applicable
Date programme specification is written/revised	March 2018

Programme Introduction

The BA (Hons) Acting for Stage and Screen programme is designed by working professionals to introduce you to the skills and knowledge required to become an acting practitioner. The programme offers a holistic approach to acting, integrating a three year intensive actor training with theoretical underpinning and creative practices. Technically the programme focuses on the development of contemporary acting styles and practices to help you become the practitioner that you want to be.

Programme Aims

PA1 To offer vocational training which prepares you for industry and allows you to develop as practitioners who can have sustainable careers in the creative sector

PA2 Encourage the development of a diverse range of skills and approaches to acting whilst instilling a professional work ethic

PA3 Develop, reinforce and test your approach to performance in a range of mediums for stage, screen and recorded voice

PA4 Develop skills in critical analysis that enable you to understand the relationship between theories and practice utilising research to enhance knowledge

PA5 Develop creative autonomy and skills in self-reflection to become the practitioner you want to be

PA6 Provide opportunities for you to work collaboratively gaining transferable skills that prepare you for industry or further study

Programme Outcomes

By the end of the programme you will be able to:

PO1 Demonstrate a comprehensive and detailed knowledge of a range of acting techniques in performance for stage and screen

PO2 Synthesise, analyse and reflect critically upon your process and performance work to develop your own technique and skillset

PO3 Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems in the processes in acting for stage and screen

PO4 Demonstrate a knowledge of current industry trends and professional expectations to work collaboratively in performance work for stage and screen

PO5 Effectively integrate a range of practical and technical skills to produce outcomes for contemporary performance and their related professional practice

PO6 Take autonomy for your own learning and demonstrate your readiness for employment and/or continuing professional development, and further study acknowledging legal, ethical and sustainable constraints and professional expectations within the creative sector

Reference Points

UK Quality Code for Higher Education, including:
- Subject Benchmark Statement: Dance, Drama & Performance
- Framework for Higher Education Qualifications (FHEQ)

AUB Regulatory Framework and Undergraduate Assessment Regulations
The Northern School of Art Strategic Plan
The Northern School of Art Higher Education Learning, Teaching and Assessment Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each level of the programme has explicit learning outcomes that indicate the range of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for coordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used to enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team-teaching approach in both practical and written modules. Lectures, seminars

and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar rooms.

Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take more responsibility for your learning and personal development, underpinned by formative self and peer evaluation. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of inquiry, including research, development and realisation, in response to module learning outcomes. Elements of work-related learning, such as live projects, enable you to develop your professional practice and experience of working in a commercial context. Throughout Level 5, you are also encouraged to seek and negotiate your own work experience, if suitable opportunities are available.

Level 6 – Consolidation and Expertise

In Level 6, you are encouraged, within a supportive environment, to interrogate your specialism, consider your future direction and use the opportunity to effectively and meaningfully plan, prepare and move forward. Through analysing and defining your individual direction, you will develop a range of intellectually and practically challenging work that helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, specialist academic tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy, while continuing to address any potential issues. Individual student-initiated projects are developed, negotiated and undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner.

Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

Timetabled teaching sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
-
- Flipped Learning – introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities
- Seminars - discussions that develop your critical responses
- Demonstrations - practical and workshop-based activities

Independent study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module.

During these periods, tutors are not timetabled to teach you, but technician demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The School's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

Live assignments or live briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you

through the Learning Agreement (see below), and supporting you throughout the project, including ethical considerations, which will be undertaken on an individual basis and/or in groups.

Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

Academic tutorials

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or with a group of students.

Seminars

A group activity involving the open discussion and analysis of topics – seminars may be tutor-led or student-led and can include short presentations.

Group critiques

These involve students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

Workshops

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

Educational visits

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

Personal Development Planning [PDP]

Personal Development and Planning [PDP] are linked to all Levels of the programme through methods of reflective practice and planning which are integral to each module and help you to plan, integrate and take responsibility for your personal, academic and career development. In dialogue with tutors through formative feedback, you are encouraged to identify strengths and areas for development and establish learning goals that might improve perceived weaknesses and enhance your strengths.

Learning Agreements

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. The Learning Agreements contribute towards evidence of your Personal Development Planning. At level 6, the learning agreement includes an ethical approval process showing evidence of ethical awareness processes to overcome issues.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement and also gives you regular feedback on how your learning is developing.

At every level of your programme, you will be provided with a Module Handbook for each module, which contains information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed; the deadline for submitting your work for assessment; and when you can expect to receive summative feedback.

You will receive a final mark for each module in the form of a percentage, which is recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are *2, *5 and *8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

All learning outcomes must be passed to successfully complete the module.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the Undergraduate Regulatory Framework and Assessment Regulations (available on the VLE). If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 either through the Accreditation of Prior Learning [APL] route or having completed a Foundation Degree [FdA], the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

Programme Structure

All students are registered for the award of BA (Hons); however, exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a level of the programme, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the School following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave the School following the successful completion of the second year of your programme.

For the award of a BA (Hons), you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Programme Content

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a creative practitioner within acting for stage and screen developing the skills required for employment and professional practice.

Technically the programme focuses on the development of contemporary acting styles and practices underpinned with knowledge and theory to help develop your practice. Creatively the programme combines, devising and text work with performance and the development of acting as an art form. To support practical investigations and performance work you are also expected to undertake personal research and to complete a range of theoretical tasks and academic projects.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for example, in the second half of Level 4 and in Level 5 you will study double (40 credit) practice-based modules

Level 4

On Level 4 you will focus on developing your technique and professional standards. Industry standards and professional practice will be embedded in all modules ensuring you know from the outset what is expected of a professional actor. The opening modules aim to look at core acting skills so that you are all working from the same base point as well as being introduced to the academic requirements of higher level study. The year begins with two 20 credit modules so that you don't feel overwhelmed in the first semester. This also allows the assessments to be

staggered throughout the year so you don't feel over loaded. As you progress through the year the techniques introduced at the start of the year will be further developed and stretched.

You will look at the core acting skills of voice, physicality and characterisation working on devised and scripted text for both stage and screen. In addition to scripted work you will work on devised pieces so you develop the ability to create your own work and enhance your ability to have longevity in your career. These skill based sessions will culminate in a full production directed by lecturing staff and working with peers collaboratively on films and new writing. There will be a variety of assessments including practical performances, vivas, portfolios, essays and reflective essays.

Core Acting Skills 1

The Core Acting Skills 1 module (20 credits) is the core training and foundation work for your time on the BA (Hons) Acting for Stage & Screen. In this module you will be introduced to the foundations of voice, physicality and characterisation. Looking at practitioners such as Stanislavski, Lecoq, Meyerhold, Brecht and Laban you will begin your foundation work which will be explored in more depth as you progress. You will be introduced to the fundamentals of acting for camera which will be developed in Script Interpretation. Alongside practical skill development you will also develop your understanding of professional standards required for an actor in training.

Contextual Studies 1

The Contextual Studies 1 module (20 credits) extends your knowledge and awareness of issues that shaped, defined and influenced contemporary culture. This module is based on the notion that those who aim to influence culture must be aware of cultural influences and the history of that culture. The module enables the further development of skills in research and critical analysis; and it develops study skills, written communication and the adherence to academic conventions, with an emphasis on you taking increasing responsibility for your own learning. The module aims to investigate the wider cultural influences of technology and performance. The module draws connections between theoretical analysis and practical understanding of technology and performance for stage and screen, providing an opportunity to discuss and understand the principles and techniques of significant innovations and practitioners fundamental to analysis, theory and practice. Contextual studies 1 will cover historical and cultural developments relevant to your practice.

Contemporary Practice 1

The Contemporary Practice 1 module (20 credits) allows you the opportunity to work collaboratively with your peers on a devised piece. In the current climate it is vital that actors can create their own work and this module will introduce you to the skills required to devise with other creatives. You may wish to use ideas developed on Core Acting Skills 1 module in your final performance. This module will look at devising processes and ways to create new work collaboratively. Looking at improvisation, storytelling and physical theatre techniques to make new, dynamic

and exciting work. These skills will be essential as you take more autonomy over your work on Level 5 and Level 6 as well as once you move into industry after graduation.

Script Interpretation

The Script Interpretation module (20 credits) will give you the opportunity to work on a range of different scripts and a range of methods for interpreting text. You will look at a variety of scripts for stage and screen then apply methods developed in this module and Core Acting Skills 1 for final performance. You will work alongside peers to gain greater understanding of how to approach text and also what the actor/director/writer relationship will be like. You will investigate a range of texts that can develop your knowledge of current industry trends and also inform your own creative work. The skills developed here will be further utilised in Production 1 at the end of the year and as you progress onto Level 5 and Level 6.

Production 1

This Production 1 module (40 Credits) is the culmination of the skills gained over the course of the academic year. You may work collaboratively on new material for film and stage with peers from the collaborative degrees. You will also take part in a full theatrical production directed by lecturing staff with extensive industry experience. You will audition for the production and develop your audition technique preparing you for industry. The aim for the module is for you to have the opportunity to showcase the skills and knowledge gained over the academic year. It also allows you the opportunity to work collaboratively with peers and more experienced practitioners. Whilst collaboration with students on other programmes is prioritised and encouraged, students may be offered alternative standalone projects initiated by the programme leader.

Level 5

As you progress onto Level 5 you will continue to develop skills from Level 4, but be more industry facing as you will produce work that is to industry standard. Within Level 5 the credits are split, with 60 credits in first semester and 60 credits second semester. There will be a variety of assessments including practical performances, vivas, portfolios, essays and reflective essays. You will expand on the core skills developed on Level 4 by working with classical text, clowning and acting for a wide range of mediums including recorded voice. The year will culminate with a production of a classical text to showcase your skill development. Throughout the year you will work with local practitioners to expand your contacts and also your knowledge of industry expectations. Career or further study planning will also be embedded into modules to ensure you are beginning to plan for your future after graduation.

Acting for Film and Media

In the Acting for Film and Media module (20 Credits) you will continue to develop your performance skills for screen acting whilst also exploring acting for radio and voiceover. You can apply skills learnt on Level 4 and develop a greater

understanding of techniques for acting for screen by working on new material for digital and 16mm film. You will also gain new skills in the application of voice for recorded mediums. This may include working collaboratively with the FdA Sound for Stage and Screen. This is an important medium for you to feel comfortable and confident as it is a major area of growth within the sector. Whilst collaboration with students on other programmes is prioritised and encouraged, students may be offered alternative standalone projects initiated by the programme leader

Core Acting Skills 2

In the Core Acting Skills 2 module (20 Credits) you will develop on skills gained in Core Acting Skills 1 and explore a range of new skills. The module is split between text work and physical theatre skills. Working on Classical texts will push you with regards your voice, textual analysis and character development. This will also prepare you for Production 2 at the end of the academic year. Alongside this you will develop your skills with regards your physicality looking at Mask work, Laban and Clowning. These skills push the actor in different ways and allow you to find your specialisms by investigating a wide range of different techniques from different practitioners and different performance philosophies.

Contextual Studies 2

The Contextual Studies 2 module (20 credits) aims to provide a greater context to your understanding of acting for stage and screen. You will build upon your learning in Contextual Studies 1 and will study both historical and contemporary performance practices with many transferable links to other modules studied on the programme in Level 5. The key emphasis will be to provide an academic context to your practical work and to discuss the constant evolutions, and revolutions, in performance.

You will be required to identify key influences that shape and define current industry practice. This may come from interdisciplinary theories or from looking at wider philosophical concepts that feed into your practice. Alongside this you will also investigate emerging factors and how they may influence industry practice. This may include political and cultural factors and their impact on your practice. You will also be required to develop your ability to analyse information and justify judgements within written work. Further reading and a full involvement in seminar discussions will be vital to your progression. It would be expected that you begin to synthesise theoretical concepts with practical applications to further develop your knowledge.

Contemporary Practice 2

The Contemporary Practice 2 module (20 Credits) offers you the opportunity to work collaboratively with creative practitioners from other disciplines, potentially including peers from the complementary degrees to develop new writing for theatre. You will be expected to develop knowledge of contemporary performance practice so that you may draw from it whilst establishing your own voice with which to create original work. In addition to this you will also create a solo piece allowing you to address areas of interest using the skills developed from Contemporary Practice 1 and Core

Acting Skills 1 & 2. You will have autonomy to create new work on themes and in a style of your choosing. Whilst collaboration with students on other programmes is prioritised and encouraged, students may be offered alternative standalone projects initiated by the programme leader

Production 2

The Production 2 module (40 Credits) is the culmination of the academic year where you will work on a full classical production directed by lecturing staff and also shorter classical extracts directed by your peers. You will have the opportunity to work collaboratively with students from the complementary degrees. Purpose built theatre facilities provide opportunities for live performance and extracts will be filmed so that you can further develop skills in the contrast between performing for stage or screen. It gives you the chance to showcase the skills developed over the first two years of the programme. You will audition for these productions taking into account appropriate audition material and develop your ability to deal with the pressures of auditioning. Whilst collaboration with students on other programmes is prioritised and encouraged, students may be offered alternative standalone projects initiated by the programme leader**Level 6**

Level 6 Consolidation and Expertise

The final phase of the programme at Level 6 provides you with opportunities to undertake a range of challenging activities, including the management of complex projects, the research of academic and vocational strategies and the further development of professional practice. The learning and teaching strategies are based on self-initiated enquiry and your ability to plan and manage time/production schemes on an individual and group basis. The experience, knowledge and skills gained in Levels 4 and 5 enable you to work with considerable levels of autonomy in Level 6 within a framework of academic support and guidance.

Throughout Level 6, you have the opportunity to demonstrate and consolidate the knowledge, understanding and skills acquired during previous Levels of the programme and to develop increasing levels of expertise and independence in preparation for future professional practice or postgraduate education. Extended projects encourage in-depth study and sustained research towards the realisation and presentation of a substantial portfolio to a professional standard.

The module structure for Level 6 follows a common generic framework across disciplines. This is the result of extensive joint discussion between Programme Teams and reflects the student-centred nature of academic and creative endeavour at undergraduate Honours level. In response to student feedback, particularly with regard to assessment loads, the structure consists of consecutive modules.

The overarching aim for Level 6 is for you to take ownership over your own practice to become the practitioner you want to be. There will still be a sense of ensemble and collaboration as you will work on multiple projects with peers from the complementary degrees. The option will be there for you to work on projects that excite them and can include but not be limited to new writing, devising, site specific

work, radio drama, films, sketch shows, stand up, clowning, teaching drama facilitation and outreach work.

Project Research and Preparation

The Project Research and Preparation module (40 Credits) you will identify, initiate and negotiate, through a Learning Agreement, a personal project that will lead into the preparation of your academic or vocational presence. It should reflect areas you want to focus your future practice and career aspirations on. This work will be informed by extensive in-depth analysis that projects into the final outcomes. You will produce innovative plans that have identifiable commercial or vocational potential and demonstrate critical thinking. This module provides you with the opportunity to define and manage a complex project which challenges your existing practice, with consideration of collaborative practice. The work will directly relate to your professional practice and your developing vision for working in the creative industries or onto postgraduate study through a business or progression plan. Throughout this professional standards will be expected and autonomy over your project planning will be integral. You will be planning your year and also work on creating 10 minute solo show which can be a stand-alone piece or could be developed into a full production. This work can be used as a stepping stone into industry and as a showcase for your skills.

Dissertation/Report

The Dissertation/Report module (20 Credits) provides you with the opportunity for extended research into an individually negotiated topic based on an aspect of their creative practice, whether industry-facing or academic research, or a vocational opportunity with particular reference to individual practice, or entrepreneurial activity. It also equips you with a wide range of skills that can be applied to any area of academic writing and information retrieval. You can select either a dissertation or a report, allowing for the production of a document that is relevant to your aims and aspirations after graduation.

Final Major Project

The Final Major Project module (40 Credits) is focused on the realisation of the conceptual, theoretical and professional enquiry of your work in a range of mediums that you want to pursue after graduation. Developed around your initial Learning Agreement produced in the Project Research and Preparation module, the practical work will be presented in a number of ways that will be defined by your creative sector. For example, you may produce a professional and vocationally relevant showreel which is supported by a business or a personal progression plan with appropriate marketing tools. Having clear personal direction for ideas and generation of concepts, with an independent and professional approach to the management of a complex project, are key aspects that link into the Final Major Project. The outcomes should be executed and presented to the relevant academic or vocational standards and may be produced in a variety of formats as appropriate to their commercial or vocational focus. With this module you will be working collaboratively with peers on new material that can be the start for longer working relationships. This can be

purely acting for stage or screen or alternatively working in a range of mediums including radio and voiceovers. You can also develop your solo show into a full production. The expectation is that you will be working on a range of projects that help to develop your skills and your future practice.

Final show and portfolio

This module (20 Credits) is a launch point for your progression into a commercial environment or postgraduate study and a showcase for the skills developed over the three years of the programme. You will present your work in a relevant professional context highlighting the progression you have made as academic and creative practitioners. This opportunity to create a showcase provides an outward-looking performance that consolidates your knowledge and skills developed throughout the programme. By working with an industry professional you will be part of a major theatrical production. This production will be supported by self-promotion and marketing tools directed at their own professional aspirations

Programme Modules

Module Code	Module Title	Credits
Level 4		
HACS461	Core Acting Skills 1	20
HACS462	Script Interpretation	20
HACS463	Contextual Studies 1	20
HACS464	Contemporary Practice 1	20
HACS465	Production 1	40
Level 5		
HACS561	Core Acting Skills 2	20
HACS562	Contemporary Practice 2	20
HACS563	Contextual Studies 2	20
HACS564	Acting for Film and Media	20
HACS565	Production 2	40
Level 6		
HACS661	Project Research and Preparation	40
HACS662	Dissertation/Report	20
HACS663	Final Major Project	40
HACS664	Final Show and Portfolio	20

Programme Diagram

This diagram indicates the proposed start and end dates for each module and shows teaching weeks only; holiday periods are not included. Further information on the structure of each module is included in your Module Handbooks.

Level 4

Week Number																													
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28

Weeks 1-14
HACS463 - Contextual Studies 1
(20 Credits)

Weeks 19-28
HACS465 - Production 1
(40 Credits)

Weeks 1-7
HACS461 - Core Acting Skills 1
(20 Credits)

Weeks 13-22
HACS464 - Contemporary Practice 1
(20 Credits)

Weeks 8-16
HACS462 - Script Interpretation
(20 Credits)

INTERIM

Welcome Week/Induction

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

Level 5

Week Number																												
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

Welcome Week/Induction	**Weeks 1-14** **HACS561 - Core Acting Skills 2** (20 Credits)	INTERIM	**Weeks 15-21** **HACS562 - Contemporary Practice 2** (20 Credits)	WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS
	Weeks 1-16 **HACS564 - Acting for Film and Media** (20 Credits)			
	Weeks 1-14 **HACS563 - Contextual Studies 2** (20 Credits)		**Weeks 15-28** **HACS565 - Production 2** (40 Credits)	

Level 6

	Week Numbers																												
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14		15	16	17	18	19	20	21	22	23	24	25	26	27	28

WELCOME WEEK AND INDUCTION

Weeks 1 – 9
HACS661 - Project Research and \preparation
(40 credits)

Weeks 1 – 14
HACS662 - Dissertation/Report
(20 credits)

INTERIM

Weeks 15 – 23
HACS663 - Final Major Project
(40 credits)

Weeks 24 – 28
HACS664 - Final Show and Portfolio
(20 credits)

WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS

23

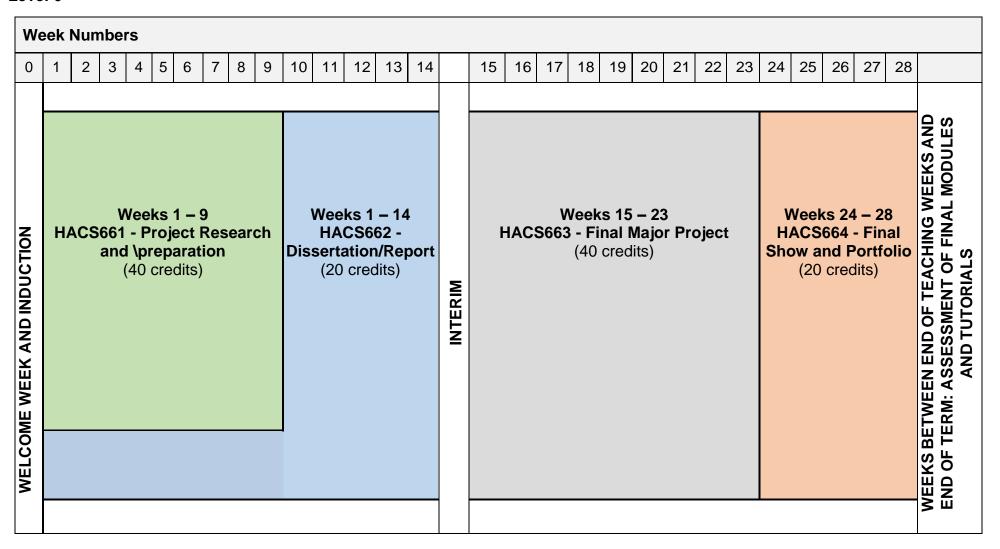## Mapping of Module Learning Outcomes to Level Outcomes

Level 4 Level Outcome	Core Acting Skills 1 20 credits	Contextual Studies 1 20 credits	Contemporary Practice 1 20 Credits	Script Interpretation 20 credits	Production 1 40 credits
Describe, explain and use key elements of knowledge and key concepts of, and influences on Acting for Stage and Screen		**LO1**	**LO3**		
Gather, describe and apply research from a defined range of primary and secondary sources		**LO2**			**LO4**
Apply defined methods to problem-solving and recognise the changing nature of knowledge and concepts relevant to Acting for Stage and Screen			**LO2**	**LO2**	**LO2**
Apply a range of approaches to learning and identify your strengths and areas for development in order to manage work and meet deadlines	**LO3**			**LO3**	
Apply a range of practical and technical skills relevant to Acting for Stage and Screen process for contemporary performance in defined contexts	**LO2**			**LO1**	**LO3**

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	LO1		LO1		LO1
Communicate accurately and reliably with structured and coherent arguments		LO3	LO3		LO4

Level 5 Level Outcome	Core Acting Skills 2 20 credits	Acting for Film and Media 20 credits	Contextual Studies 20 credits	Contemporary Practice 2 20 credits	Production 2 40 Credits
Demonstrate knowledge and critical understanding of the well-established principles of, and influences on, Acting for Stage and Screen in contemporary performance and apply these to a range of activities	LO3				LO2
Analyse, interpret and apply research from a variety of primary and secondary sources appropriate to your individual routes of enquiry			LO1		LO4
Apply an enquiring approach to the changing nature of knowledge and concepts and demonstrate critical analysis in your problem-solving and synthesis	LO2	LO1			
Take personal responsibility for the development of existing skills and new competences within the management of your work		LO3		LO3	
Apply appropriate practical and technical skills to enable you to experiment and develop ideas and outcomes based on your own decisions	LO1	LO2		LO2	LO3

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making				**LO1**	**LO1**
Effectively communicate and present information, arguments and analysis in a variety of forms and situations			**LO2**		**LO4**

Level 6 Level Outcome	Project Research and Preparation 40 credits	Dissertation/ Report 20 credits	Final Major Project 40 credits	Final Show 20 credits
Demonstrate a comprehensive and detailed knowledge of a range of Acting techniques in performance for stage and screen	LO1		LO1	
Synthesise, analyse and reflect critically upon your process and performance work to develop your own technique and skillset	LO2	LO1		
Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems in the processes in Acting for Stage and Screen			LO2	
Demonstrate an in depth knowledge of current industry trends and professional expectations to work collaboratively in work for stage and screen	LO4	LO2		LO2
Effectively integrate a range of practical and technical skills to produce outcomes for contemporary performance and their related professional practice	LO3		LO4	
Take autonomy for your own learning and demonstrate your readiness for employment and/or continuing professional development, and further study, acknowledging legal, ethical and sustainable constraints and professional expectations within the creative sector		LO3	LO3	LO1

Resources

Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at the School. All new students receive a Library induction and a subject-specific resource guide which is followed up by an information skills. Additional help is available within the Library for research, and there is a proofreading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including e-books and online e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and the School portal.

The Library is Wi-Fi enabled, and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology [IT] and digital learning resources

The School provides a comprehensive range of IT resources based around Apple Macintosh computers and Windows PCs using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the School caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of personal hand-held devices to our wireless network and the internet.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 4.30pm on Fridays, email: helpdesk@northernart.ac.uk.

The School provides access to a variety of programme and School related information including Programme Handbooks, Module Handbooks and online learning materials through the VLE.

Student Support

Academic guidance and support

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through critiques and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of your Programme Team. For further information about academic tutorials, you can refer to the HE Academic Tutorial Policy, which is available on the VLE.

Support and advice are also provided on an informal basis throughout the programme, through discussions between staff and students.

The School's HE Academic Support facility provides additional taught sessions and talks for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered within programme areas as requested by academic staff or students.

- Academic referencing
- Academic research/reading
- Note-taking
- Essay and dissertation preparation
- Report writing
- Understanding module requirements
- Understanding summative and formative feedback
- Writing a self-evaluation
- How to complete a Learning Agreement
- Personal Development Planning [PDP]
- Time-management
- Confidence-building

In addition, HE Academic Support provides one-to-one and group support tutorials for all students throughout the academic year.

More information is available on the HE Academic Support section of the VLE.

Career education, information and guidance

Advice and guidance for careers support and further training are offered throughout your programme to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme,

many of whom are creative practitioners, will be able to give you further advice about careers in your subject area. Additional support and mentoring to assist in your career planning and research is available from the School's Employability and Enterprise Centre (Folio), and there is also a careers section in the Library.

Support for students with disabilities (including dyslexia)

The School is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The School aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty, e.g. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any your support needs. A member of the Student Services team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students have the opportunity to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need and help you to access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proofreading service via the Library.

Pastoral support and guidance

Support and advice on non-academic matters are provided through trained and qualified professional staff within the Student Services team.

The Student Services team is based in the main building behind reception and is open 5 days a week. There is no need for an appointment, you can access support at any time, and the team are all contactable by email or through the online chat facility on the VLE.

The team can help with a variety of issues from practical support in areas such as finance, funding, accommodation and health-related issues, to support and advice on personal issues.

The team also has an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service can help to find positive solutions to issues such as bereavement, mental health issues, and support in managing stress and anxiety. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

You can find contact details and further information about Student Services in the Student Services section on the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years. This process ensures that the programme remains up to date, and is preparing you for a career in the creative industries while also delivering a high-quality student experience.

In addition, all programmes undertake an Annual Programme Review, which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives, Student Assemblies and Programme Boards of Study
- Feedback from relevant employer groupsAll programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the School. Your Student Representatives can keep you informed about progress against the programme Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

Indicators of quality and standards

All students on taught higher education programmes at the School are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In February 2016, the School underwent a Higher Education Review [HER] with the Quality Assurance Agency for Higher Education [QAA], which formed the following judgements about the higher education provision at The Northern School of Art [formally, Cleveland College of Art & Design]:

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies meets UK expectations
- The quality of student learning opportunities meets UK expectations
- The quality of the information about learning opportunities meets UK expectations
- The enhancement of student learning opportunities is commended

This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

More detailed information to support your study on the programme is available in the following documents, which are available on the VLE:

- Online programme information
- Module Handbooks
- Regulatory Framework and Undergraduate Assessment Regulations
- HE Student Regulations
- Student Charter
- School policies and procedures