BA (Hons) Acting for Stage & Screen

Programme Specification

Academic Year 2022-23

Contents

Programme Overview	
Full programme/award title(s)	BA (Hons) Acting for Stage & Screen BA (Hons) Acting for Stage & Screen with Integrated Foundation
Short programme title	BASS
Fees	See the Tuition Fees on the Regent's University London website https://www.regents.ac.uk/admissions/tuition-fees
Location of study	Regent's Park
Awarding institution	Regent's University London
Institution regulated by:	Office for Students, Quality Assurance Agency
Programme entry points	September
Date of initial/previous (re)validation	February 2021
Date of next revalidation	August 2026
Framework for Higher Education Qualification level of final award	Level 6
Number of credits in award	360 Credits (without Foundation); 480 (with Foundation)
UCAS code	W410 Acting for Stage & Screen W440 Acting for Stage & Screen with Integrated Foundation
Underpinning QAA subject benchmark statements	Quality Assurance Agency (QAA) benchmarking statements: Dance, Drama and Performance, 2015 and Communication, Media, Film and Cultural Studies, 2016
Other external and internal references	QAA Framework for Higher Education Qualifications (FHEQ) Regent's University London Academic Regulations
Professional, statutory or regulatory body recognition/accreditation	None

Mode of study (full time / part time)	Full time
Language of study	English
Minimum / Maximum duration of programme for each mode of study	**Part time:** N/A **Full time:** Minimum – 4 years including the integrated Level 3 3 years without the integrated Level 3 Maximum – 5 years including the integrated Level 3 4 years without the integrated Level 3
Date of production / revision of this programme specification	June 2022

2. Why study this programme?
We want to make sure that you have chosen the right programme to study and that you are excited about studying your programme at Regent's.

The BA (Hons) Acting for Stage & Screen (with Integrated Foundation) will enable you to develop a wide range of acting skills and techniques for theatre and for film.

The programme interweaves practical exploration and academic engagement. Contextual studies of acting styles and methodologies, key practitioners, theories, concepts and aesthetic movements underpin studio-based creative work. Our central London location allows you to build your awareness of recent innovations in both film and theatre.

We aims to prepare our graduates to enter a thriving industry; an important sector that makes an important contribution to the economy, a workplace where new jobs and opportunities are yielding an increasingly large proportion of the UK's GDP.

You will be encouraged to develop your own artistic identity and to gain awareness of your potential to contribute to performance and arts practices in the UK and beyond.
Studying and performing in the centre of London – and using London as your classroom – will enhance not only your educational experience, but also your access to creative opportunities on completion of your degree.

3. Programme aims and objectives

This is a guideline to the main features of your degree programme. It includes the overall aims and objectives and what you might achieve and be able to demonstrate if you take full advantage of the learning opportunities provided.

The BA (Hons) Acting for Stage & Screen is an academic degree, which is informed by industry practice. As such, it seeks to equip you with both subject-specific and transferable skills to prepare for employability and for further pathways.

The programme consists of 6 inter-connected areas of study and practical exploration:
- Acting
- Performance-making (including creation of new work and non-logocentric approaches)
- Acting for Screen
- Textual Analysis
- Creative Enterprise
- Theories, Contexts and Concepts

Modules within each area create a developmental progression across the learning levels. You will have many opportunities to develop your creative and intellectual potential during your period of study. If a you take full advantage of the learning opportunities provided, you may reasonably expect to:
- Develop a repertoire of interpretative skills, practices and techniques for acting on stage and screen
- Have an academic and embodied understanding of a wide range of theories, contexts and concepts, which inform the creation and reception of theatre, film, and performance
- Demonstrate the ability to select, evaluate and effectively use performance- making skills and techniques to achieve a material, theatrical or digital outcome
- Employ critical, analytical and research skills to structure ideas and arguments articulately and fluently in oral, written and visual forms
- Develop a range of self-marketing and enterprise skills to conceive, realise and promote creative work
- Build a portfolio of transferable skills in preparation for the world of work, further training or academic pathways
- Discover strategies to address personal challenges and to promote effective collaborative practice.

Prospective careers

Graduates of our programmes have worked in theatre, film and radio, formed their own companies, worked as directors, writers, stage managers, animators, and producers, both in the UK and abroad. They have employed their performance skills in projects for the United Nations, in community work, education, and in business and commerce.

4. Relationship to other programmes and awards
Sometimes programmes share modules or have other connections to other programmes. This is a guide to whether this is applicable for your programme.

Regent's Film, Media & Performance subject group currently offers the following other undergraduate degrees:

    BA (Hons) Film & Screen (Film Production)
    BA (Hons) Film & Screen (TV & Digital Media Production)
    BA (Hons) Film & Screen (Screenwriting & Producing)

Students are encouraged to work together on creative projects though at present there are no opportunities to formally share modules for assessment.
In the film acting modules, you will acquire techniques, skills and vocabulary of media production and acting for camera. They are prepared for effective collaboration with fellow students from the Film & Screen programmes.

Other cross-disciplinary activities enable you to enhance your CV while studying and build networks for future projects.

The BA (Hons) Acting for Stage & Screen relates to other University programmes in the following ways:

- All Level 4 (Year 1) students take GBL402 Global Perspectives, the Regent's common module, which facilitates interpersonal, intercultural and cross-disciplinary learning.

5. Learning outcomes
This is a guide to the more specific knowledge and skills you will gain if you take full advantage of the learning opportunities available to you.

Level 3

A. Knowledge and understanding

On successful completion of the respective level students will be able to:
A1   Begin to use theoretical concepts when describing performance practice.
A2   Identify and describe the performance possibilities implied by a text.
A3   Compare differing cultural and historical approaches to performance-making for stage and/or screen.
A4   Demonstrate a basic understanding of the knowledge required when acting for the camera.

B. Skills

On successful completion of the respective level students will be able to:
B1   Start to recognise and demonstrate the performance possibilities implied by a text.

B2	Apply theoretical concepts to inform creative performance practice.
B3	Apply a range of differing performance-making skills.
B4	Begin to develop a repertoire of basic voice, movement and performance techniques.
B5	Identify personal skills required for progression to further study or employment.
B6	Demonstrate an awareness of group dynamics and inclusivity to promote a positive environment for collaborative practice.
B7	Develop the ability to formulate ideas and communicate them in images, speech and writing.
B8	Constructively critique creative work of individuals and ensemble.
B9	Start to employ a basic range of skills required in acting for the camera and media production.

Level 4

A. Knowledge and understanding

On successful completion of the respective level students will be able to:

A5	Discuss how artistic theories and cultural contexts influence performance practices.
A6	Distinguish and evaluate the different performance possibilities implied by a text.
A7	Explain and assess the efficacy of differing approaches to performance-making.
A8	Demonstrate and explain the knowledge required in acting for the camera and media production.

B. Skills

On successful completion of the respective level students will be able to:

B10	Identify and demonstrate contrasting performance possibilities implied by a text.
B11	Select and employ a range of theories and concepts to inform creative performance practice.
B12	Apply a range of historically and culturally specific performance-making skills to a specific task.
B13	Demonstrate an integrated repertoire of basic voice, movement and performance techniques.
B14	Identify effective strategies for collaboration and self-development to promote productivity, inclusivity and self-management.
B15	Develop a range of research and composition skills for structuring and communicating ideas in images, speech and writing.
B16	Constructively critique creative work of individuals and ensemble by distinguishing the efficacy of performance choices.
B17	Employ a basic range of skills required in acting for the camera and media production.

Level 5

A. Knowledge and understanding

On successful completion of the respective level students will be able to:

| A9 | Explain and analyse how concepts, theories and contexts organise performance practice. |

A10	With close guidance, select and refine theoretical approaches to performance of a text.
A11	Select, examine and critique contrasting approaches to performance-making.
A12	Demonstrate an understanding of the integration of creative and technical skills in acting for the camera and media production.

B. Skills

On successful completion of the respective level students will be able to:

B18	Differentiate and show the range of performance possibilities implied by a text.
B19	Integrate selected elements from a range of theories and concepts to effectively inform creative performance practice.
B20	Integrate elements from a range of historically and culturally specific performance-making skills and apply these to a particular performance-making task.
B21	Use an integrated repertoire of voice, movement and performance techniques to realise a specific performance.
B22	Critically reflect upon personal strengths, interests and challenges, and develop effective strategies for self-development.
B23	Negotiate, propose and implement strategies for collaborative work that promote productivity and inclusivity.
B24	Review, evaluate and expand research and composition skills for structuring and communicating ideas in images, speech and writing.
B25	Compare, contrast and critique the creative work of individuals and ensembles to identify the efficacy of particular performance choices.
B26	Demonstrate an integrated range of skills in acting for the camera and media production.

Level 6

A. Knowledge and understanding

On successful completion of the respective level students will be able to:

A13	Differentiate emergent theories and concepts informing current performance practice.
A14	Demonstrate creative independence when selecting and refining theoretical approaches to performance of a text.
A15	Propose and evaluate contrasting approaches to performance-making.
A16	Formulate ways to develop, apply and refine skills required in acting for the camera and media production.

B. Skills

On successful completion of the respective level students will be able to:

B27	Distinguish and perform the range of possibilities implied by a text with discrimination and sophistication.
B28	With increasing independence and discernment, select theories and concepts to effectively inform creative performance practice.
B29	Confidently apply elements from a range of historically and culturally specific performance-making skills and apply these to a particular performance-making task.
B30	Select, refine and apply skills from an integrated repertoire of voice, movement and performance techniques to develop a precise performance role.

B31	Research and construct a personal development plan exploring choices for further training or employment.
B32	Develop and implement focussed self-reflective processes for expanding the productivity and inclusivity of collaborative work.
B33	Develop and apply a wide range of critical, analytical and research skills to formulate ideas and arguments in a structured and articulate format.
B34	Formulate, refine and construct formal responses to creative work, demonstrating a critically-informed awareness of opportunities for development and enhancement.
B35	Demonstrate the ability to employ a wide range of integrated skills appropriate to camera acting and media production with confidence and independence.

6. Learning and teaching strategy / assessment methods (non-regulatory)

This is a guide to the academic opportunities that will be available to help you achieve the overall aims and objectives of the programme as listed under Section 3 and the intended learning outcomes listed under Section 5. It is also a guide to the assessment methods that will be used to test your achievement of the intended learning outcomes. While exciting learning opportunities are offered at University-level, there is a greater emphasis on you engaging with your education in a pro-active way. In order to meet the full intended learning outcomes of the programme, you will be expected to study independently, participate in class discussions, book extra time in the studios, ask for support in academic skills if required and engage with personal tutors.

The learning and teaching strategy of the programme is informed by the Regent's University London Learning, Teaching and Assessment Strategy, which comprises six priority areas:

- A personalised student experience.
- Interactive and inclusive learning.
- Assessment for learning.
- Focus on student skills and attributes.
- Developing cultural agility, flexibility and the ability of our graduates to compete strongly in the global labour market.
- Professional development for staff.

Tutors engage in a variety of teaching strategies to cater for a diverse range of learner styles. The teaching team update modules and their content on an annual basis. The guide for each module will give you key information on the structure and indicative content of the module and its learning outcomes. Module evaluations and student feedback (both informal and formal) serve to inform tutors of the efficacy of their teaching and areas for further development.

The teaching team have extensive experience as scholar-practitioners and as working theatre professionals. Students and tutors engage in ongoing dialogue both within and outside the classroom; tutors are attentive to your individual interests and assessments are designed to enable an increasing level of creative freedom. We aim to provide a learning environment that is stimulating, challenging, and (above all) relevant to your future goals and aspirations.

Breakdown of teaching methods by percentage per level

The following breakdown is a guide to how much time you will spend doing each teaching and learning method. The exact amount of time spent in taught/practical lessons or self-study will depend on the elective modules that you take.

Foundation Year		Level 4		Level 5		Level 6	
Taught	5%	Taught	10%	Taught	5%	Taught	5%
Practical	45%	Practical	40%	Practical	45%	Practical	45%
Self-Study	50%	Self-Study	50%	Self-Study	50%	Self-Study	50%

Programme management and teaching staff
The programme is overseen by a Course Leader and a Director of Content. The Course Leader is supported by a team of academic staff many of whom are active industry practitioners. Each module has its own leader who is responsible for the smooth running of the module and the staff involved in its teaching.

Our teaching team come from a wide variety of academic and industry backgrounds. The majority of staff hold postgraduate qualifications in their subject area and/or are experts in their fields of industry. In addition, many of staff hold the Fellowship of Higher Education Academy (HEA) from Fellow to Senior Fellow. We also encourage our teaching staff to undertake the Postgraduate Certificate in Higher Education.

Teaching staff have published in a range of academic journals, authored books and industry publications.

Assessment strategy and methods

There is a combination of formative and summative assessments. Formative activities are used for developmental purposes and are designed to help you learn more effectively by giving you feedback on your progress and on how it can be improved and/or maintained. They do not contribute to the award mark.

Summative assessments are used to determine your success in meeting the intended learning outcomes of a module and do contribute to the award.

The guiding principles that govern assessments on this degree are the Programme Learning Outcomes (see Section 5), which are scaled according to each learning level, thereby forming a coherent scheme of student learning and development.

Assessments are designed to measure your achievement of the learning outcomes specific to that module.
With such a wide range of assessments, each module demands its own tasks, just as the activities of those working in the wide theatre, film and performance sector vary from role to role, from project to project, and indeed day to day.

Blackboard (Virtual Learning Environment) is the main repository for module materials. Each module has its own dedicated site, where you can find module information and learning materials, and submit written assessments. The Module Guide provides information about assessments and due dates.

You will receive a detailed Assignment Brief for each assessment, which contains information regarding the nature, format, and time-frames for assessed work. Both formative and summative assessments are used. The assessment load is been calculated for each module (and level) so as to set a challenging but not overburdening workload for students.

Assessment strategies include performance, written work, group and individual projects. Assessments at Levels 5 and 6 are moderated in conformance with the Regent's University's moderation policies. Allocation of marks follows the University's Common Assessment Framework and academic regulations. As well, there are discrete marking criteria for certain types of assessment. Throughout the degree, the Total Module Mark (TMM) is comprised of marks achieved in summative assessments. The pass mark for the TMM follows University regulations.

We aim to ensure that assessment is reliable, consistent, and strikes an appropriate balance between group and individual work. In considering the differing learner styles for skills and knowledge acquisition, we aim to ensure that there is an appropriate balance between written, oral, and performance assessments.

You will encounter a wide variety of forms of assessment designed to enable you to demonstrate the skills, knowledge, and understanding you have developed. Types of assessments include:

Essay: A formal piece of academic writing which demonstrates your critical and analytical engagement with course material and explores and develops key issues and ideas encountered in seminars, lectures and through personal research. Essays are fully referenced and include a bibliography.

Reflective writing: These assignments focus on your learning during the module through analysis of the integration of process and performance experience. You will engage with reading and reflection upon how theories and concepts encountered relate to experiential learning in the studio.

Presentation: The presentation usually takes the form of an oral presentation given to the class; the presentation may use oral, written, or visual means, dependent upon the assignment. The presentation will focus on a specific topic, which will be researched and organised into a coherent argument design to inform and stimulate debate in the seminar group. Presentational skills are often assessed alongside content and you are encouraged to be imaginative in developing appropriate modes of delivery.

Practical essay: This is an exploration in performance of material which pertains to specific theoretical concepts encountered in the course and is designed to demonstrate or interrogate those concepts. This work will usually be accompanied by a written statement to be submitted to the supervising tutor, outlining the aims and rationale of the performance or demonstration. There may be limited use of technical resources.

Workshop sharing: Students create and lead a short workshop session for their peers, drawing upon elements of performance, practice and approaches developed and adapted from a particular example of performance practice seen in London.

Techniques practice: Specific tasks set by the tutor to assess your development of skills taught in the module. These normally occur at a discrete point in the term and there are usually not more than 2 assessment tasks. Techniques practice also serves to embed learning in preparation for final assessments.

Scenework: A practical assessment demonstrating your acting and performance skills. You will research, rehearse and perform a scene from a play or performance text.

Text presentation: A memorised and rehearsed short prose piece, which assesses your ability to use voice and movement effectively for dramatic performance.

Voice project: An individual or group project which builds upon vocal techniques and materials initially explored in class.

Movement composition: A movement piece developed in response to an impetus, demonstrating your ability to use movement confidently and expressively for dramatic performance.

Work demonstration: Normally undertaken at the end of an immersive period of studio-based practice on a specific theatrical or performance form. Students create an informal showing of specific skills and techniques learned.

Rehearsal process: The tutor will set a number of practical and/or research tasks during the rehearsal phase to assess your achievement of learning outcomes at key points of the creative process. The assessment is intended to gauge the development of skills and competencies required for students to meet the demands of their designated production roles.

Performance: The performance is a demonstration of the fruits of the rehearsal process: including ensemble work, interpretation and communication of the given material, as well as practical application of particular theatrical skills and theoretical concepts. This may be a solo or a group performance. Students are assessed on their ability to use the acting, physical and vocal skills effectively to create an engaging performance for an audience. Some modules are created for a public, invited audience. Use may be made of the full range of scenographic and theatre technical resources.

Peer assessment: Students evaluate the strengths, areas for improvement and application of team members. This normally takes the form of a short written evaluation.

Mock audition: You will memorise and perform a dramatic text, normally for a tutor and an invited industry professional. The mock audition addresses some of the demands of the professional casting process and serves as preparation in audition techniques.

Viva voce: On some modules, a short oral examination may form part of the assessment. This usually follows a group performance, giving you an opportunity to reflect upon the intellectual basis and theatrical realisation of the work presented.

Cultural reports (Study Abroad): Students write short reports detailing their discoveries of the differences between their host and home institutions, the society and street life of their host environment and London, and the theatre practices of their host city.

Breakdown of assessment by percentage per level
The assessment breakdown is based on a typical choice of modules. Your choices will determine the actual breakdown of assessment methods that you will experience. The typical assessment breakdown is as follows:

Foundation Year		Level 4		Level 5		Level 6	
Practical exams	80%	Practical exams	70%	Practical exams	70%	Practical exams	70%
Coursework	20%	Coursework	30%	Coursework	30%	Coursework	30%

Ethical approval of research
All research conducted within and outside the University by students at Regent's University London must be approved by the Faculty/Institute Research Ethics Review Panel prior to its commencement. This will include, but is not limited to, all research involving human or other living participants, and all experiments, investigations and procedures involving human or other living participants, or data relating to such living entities.

7. Programme structure
This is a guide to the overall structure of your programme such as term dates, assessment periods and what core modules will delivered each year.

To complete your programme, you will need to achieve 360 credits for an undergraduate degree. You will study a number of modules across your programme, which will each have a credit value. On successfully passing each of these modules, you will gain credits that count towards the total needed for your degree.

One credit equates to 10 notional hours, which is the average time a student will take to achieve the specified learning outcomes. So if a module is worth 10 credits, then you would expect to spend 100 hours studying this. Remember, these will not all be 'taught' hours. You will receive guidance and instruction through lectures, seminars etc., but you will also need to engage in self-study. A percentage breakdown of teaching contact hours and self-study required on this programme is indicated in the section above.

On an undergraduate degree programme, you can usually expect to study 120 credit per level (or year), with no more than 80 credits per term.

The programme is structured as a developmental pathway, divided into 4 themed years: **Foundation, Techniques, Discovery,** and **Synthesis**. Beginning with core skills and knowledge, these are enhanced and developed as you progress to more challenging and complex issues and materials.

The **Foundation year (Level 3)** is designed for students who may have limited experience of practical drama or who want to explore a new field of study. The Acting Foundation offers a highly practical engagement with core physical, vocal and communication skills of the actor. Teaching focuses on the Realist tradition, evolving from the work of Stanislavski and other practitioners. This reflects the dominant mode of European and American performance, which many students are familiar with through film, TV and theatre. **ATP3A1 Acting Fundamentals**, **ATP3A2 Introduction to Voice and Movement**, **ATP3A4 Improvisation: Creative Collaborations**, **ATP3A6 Developing Voice & Movement**, and **ATP3A5 Acting: Scene Study, ATP311 London Performance: Past and Present** form a structured and coherent introduction to the actor's craft. **The Actor Prepares (ATP3A9 The Actor Prepares: The Modern Monologue and ATP310 The Actor Prepares: The Classical Monologue)** comprises two modules focusing upon monologues and audition preparation. Foundation students are introduced to academic research and writing in order to prepare them fulfil obligations such as timely submissions, basic research and appropriate

presentation - key undergraduate skills. Thus, the Foundation year prepares you to confidently enter undergraduate study.

Year 1 (Level 4) follows on as the *Techniques* year, identifying students' starting points and working upon areas for further development. You will engage in both text-based acting (**ATP4A6 Acting: Ensemble** and **ATP4A9 19th & 20th Century Text and Performance**) and performance-making that can be non-logocentric: drawing upon image, body, voice and other resources (**Performance making modules - ATP4A7 Introduction to Performance Making, ATP410 Developing Performance Making**). You will gain core film-making skills, to enhance your understanding of and experience in film production (**ATP412 Introduction to Production**). You will begin engagement in textual analysis and theories, contexts and concepts, which inform studio-based practice. There is a range of Regent's Elective Modules for you to be able to choose from including subject specific module ATP411 Voice & The Actor and you will also take GBL402 Global Perspectives the university wide module that connects you with students from other programmes.

Year 2 (Level 5) is the *Discovery* year, in which you expand your range of skills and acquire knowledge of new fields. **ATP5A4 Film: Acting for Camera** introduces techniques for screen acting, and **ATP5A5 Acting: Contemporary Text & Performance** introduces plays from specific theatrical movements and genres. You begin to explore London's world of creative enterprise through **ATP5A6 London Performance: Current Contexts.** In the second term, you may continue to study at Regent's University London, selecting from more advanced classes in acting, theatre and screen acting. Or you can opt for a **SPA513 Study Period Abroad** to gain an immersive experience of living and study in another country. Additionally you can engage in a range of Regent's Elective Modules including subject specific modules in Voice and Solo Performance **(ATP5A7 Special Topic in Voice and ATP5A8 Solo Performance Making)**

Year 3 (Level 6) is the *Synthesis* year, where you begin to consolidate your skills and direct their energies towards future aspirations. You will undertake more sustained independent research and writing, partnered by more complex performance work such as the **ATP6A6 Film: Filmed Project** and **ATP6A2 Shakespeare in Performance**. The **ATP6A5 Acting: Major Performance Project** is the capstone of your degree learning where you synthesise the knowledge, skills and techniques acquired in previous modules. Students work as a production company to rehearse, market and perform in a production for a public audience. In **ATP6A7 London Performance: New Work,** students encounter current innovators and their work. The **ATP611 Creative Enterprise: Theatre Lab** module enables you to research onward pathways, prepare for employment and to launch your own creative work. There is also an opportunity to choose one of the Regent's Elective Modules including a subject specific module preparing you for the world of work as an actor **(ATP6A9 Creative Enterprise: Preparing for Work).**

The academic year runs from September through to May. Classes take place Monday to Friday 09:00 to 19:00.

You are expected to be available for class, field trip, tutorials and other programme activities from September to May.

Assessments can occur during January and throughout May each academic year. You will be given a complete assessment schedule at the beginning of each term.

Programme Structure - LEVEL 3	
Core modules	**Credits**
Term 1	
ATP3A1 Acting Fundamentals	20
ATP3A2 Introduction to Voice and Movement	10
ATP3A9 The Actor Prepares: The Modern Monologue	20
ATP3A4 Improvisation: Creative Collaborations	10
Term 2	
ATP3A5 Acting: Scene Study	20
ATP3A6 Developing Voice & Movement	10
ATP310 The Actor Prepares: The Classical Monologue	20
ATP311 London Performance: Past and Present	10
Total core module credits:	**120**
Total credits for Level 3:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
Certificate of Attendance	

Programme Structure - LEVEL 4	
Core modules	**Credits**
Term 1	
ATP4A6 Acting: Ensemble	20
ATP4A7 Introduction to Performance Making	20
ATP4A8 Voice and Text	10
GBL402 Global Perspectives	12
Term 2	
ATP4A9 19th & 20th Century Text and Performance	20
ATP410 Developing Performance Making	20
AT412 Film: Introduction to Production	10
Total core module credits:	110

Elective modules (subject to availability):	
Term 2	
ATP411 Voice & the Actor	10
Regent's Elective Module including Languages* *subject to availability	10
Total elective module credits students need to choose:	10
Total credits for Level 4:	120
Exit awards and learning outcomes achieved (if appropriate)	
Certificate of Higher Education: 120 credits	

Programme Structure - LEVEL 5	
Core modules	**Credits**
Term 1	
ATP5A4 Film: Acting for Camera	20
ATP5A5 Acting: Contemporary Text & Performance	20
ATP5A6 London Performance: Current Contexts	10
Total core module credits:	**50**
Elective modules (subject to availability):	
Term 1	
ATP5A7 Special Topic in Voice	10
ATP5A8 Solo Performance Making	10
Regent's Elective Module including Languages* *subject to availability	10
Term 2 Options	
Option 1 (Study Abroad)	
SPA513 Study Period Abroad	60
Or	
Option 2 (Modules at Regent's)	
ATP5A9 Film: Developing Performance for the Screen	20
ATP510 Acting: Performance Project	30
ATP511 Special Topic in Theatre & Performance	10
ATP512 Directing for the Stage	10
Regent's Elective Module including Languages* *subject to availability	10
Total elective/Option module credits students need to choose:	**60**

Total credits for Level 5:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
Diploma of Higher Education: 240 credits	

Programme Structure - LEVEL 6	
Core modules	**Credits**
Term 1	
ATP6A2 Shakespeare in Performance	20
ATP6A6 Film: Filmed Project	20
ATP6A7 London Performance: New Work	10
Term 2	
ATP6A5 Acting: Major Performance Project	40
ATP611 Creative Enterprise: Theatre Lab	20
Total core module credits:	**110**
Elective modules (subject to availability):	
Term 1	
ATP6A9 Creative Enterprise: Preparing for Work	10
Regent's Elective Module including Languages* *subject to availability	10
Total elective module credits students need to choose:	**10**
Total credits for Level 6:	**120**
Exit awards and learning outcomes achieved (if appropriate)	
BA: to qualify for the award of a non-honours degree the student must have been awarded 300 credits overall, including at least 120 credits at levels 4 and 5, and 60 credits at Level 6. BA (Hons): to qualify for the award of an Honours degree a student must have been awarded at least 360 credits overall, including at least 240 credits at levels 5 and 6, of which at least 120 credits are at Level 6.	

8. Distinctive features of the programme and other key information
This is a guide to anything else you may need to know about your programme, including anything that may seem a bit unusual or different to similar programmes in other institutions.

The degree explore film as well as performance and theatre-making from both scripted, devised, and non-logocentric perspectives. This equally-weighted degree creates a comparatively unique combination compared to other London-based university programmes at undergraduate level. Many drama schools now offer substantial screen acting training, but this is a relatively new combination on university campuses.

The following are notable features of the BA (Hons) Acting for Stage & Screen:

A balance of in-depth academic studies with specific practitioner training in acting for stage and for screen:
The BA (Hons) Acting for Stage & Screen is designed as an academic degree that is informed by industry practice. The degree affords a high degree of studio-based experiential learning and practical engagement, informed by theories, concepts and contexts. Through the ethos of integrating theory into practice, you will gain the practical and critical skills essential to the articulate and intellectually aware actor and creative practitioner.
The degree has clear developmental paths for each of its six fields of study:
- Acting
- Performance-making (including creation of new work and non-logocentric approaches)
- Acting for Screen
- Textual Analysis
- Creative Enterprise
- Theories, Contexts and Concepts (exist within all modules)

These enable you to enhance you knowledge and skills in a coherent and structured way as they progress through the different levels of the degree.

Internationalism of the curriculum
The programme explores the ways in which theatre practice develops uniquely in different countries and cultural contexts. All students engage in the university wide Global Perspectives module at level 4 where study of a range of ideas and ways of thinking based around the University's values are reflected in its learning outcomes. The Study Period Abroad option is a central feature of the programme, and the preceding terms include module activities that help prepare students for learning and researching in a new cultural context. The interconnected London Performance, Performance Making and Creative Enterprise strands of modules share the common focus of helping you engage with the diversity of theatre practice in contemporary London. The cosmopolitanism of the city and its performance practices gives us a special opportunity to explore how people from a

range of backgrounds and cultures collaborate to present works that speak in different ways to different people. The spectrum we embrace includes the diversities of gender, sexuality and belief as well as those of ethnicity, nationality and culture. The teaching team has strong practice and research connections to theatre and performance communities across the world, which informs the programme in every aspect. The University is home to a wide range of nationalities: a prime opportunity to live, work and broaden your cultural awareness and understanding of a globalised world.

Personalised teaching and learning
Small class sizes enable tutors to work closely with students and to develop your unique potentials. Small-group teaching provides a supportive and collegiate environment. Tutors are drawn from London's theatre community, and include actors, directors, scenographers, writers and film-makers. You will also benefit from listening and learning from a range of external guest speakers, some of whom may be delivering teaching and others may be providing a personal perspective on their own work or research.

Personal creative development and transferable communication skills
You are encouraged to build your own 'creative tool-kit' and the programme gives ample opportunity to develop your ideas and take them through to a finished product. Collaborative skills learnt from film and theatre projects and productions provide a strong grounding in self-confidence, personal discipline, effective oral and written communication as well as an ability to work effectively and creatively in a team. The three **Creative Enterprise** modules afford the opportunity for you to create your own bespoke onward plan.

Written work, reflective as well as analytical essays encourage you to integrate your experiential learning in the studio with the underpinning concepts and theories. The programme does not separate theory and practice, but views them as equally important aspects of students' development.

The University location
Regent's students benefit from being part of an inclusive, internationally focused University in a central London location: as the only University to be located in a Royal Park, you will enjoy the environmental and aesthetic benefits that such a beautiful location entails.
The university has connections with arts professionals and students have both formal and informal opportunities to build contacts and network within London. The university's central London location allow for easy access to the wealth of theatre, performance, music and dance from British and international companies.

Experience beyond the UK: Study Abroad Option
A Study Period Abroad (SPA) is a fantastic opportunity to enhance a university education and broaden global perspectives. Our students have access to exceptional partner institutions around the world. We work with these partner institutions across the globe to provide students with study abroad opportunities in their subject area. Participating in a Study Abroad programme is more than an academic adventure – it is a great way to live

in another country and broaden your horizons. Our feedback shows that Regent's students find studying abroad a very valuable and beneficial part of their degree programme and we encourage all students to participate in this invigorating and challenging experience.

The university's International Partnerships Office (IPO) coordinates all study abroad applications and works with you to make the most of this exciting opportunity. During Induction, you will meet the team and receive information about study abroad options. The team liaises closely with academic staff and Heads of Programme to provide academic guidance on SPA choice. The IPO also provide support and guidance through presentations, publications and workshops.

During a term abroad, you continue to be a registered as a Regent's student and to pay the full Regent's University London tuition fees.

During your SPA, your will receive academic and administrative support from Regent's staff as well as local support at the host institution. These ensure that your time abroad is enjoyable and successful. Students receive Regent's credits upon successful completion of their SPA.

Where a programme contains a SPA term, all grades received by a student at an international partner university or college will be converted to an equivalent Regent's University London grade, in accordance with the institutional grading scale and grade conversion table. Once converted, the grades will then be included in the calculation of a student's final degree classification.

9. Student support

We want you to make the most of your time at Regent's and we also know that sometimes life at university can be hard. We can give you the support and you need, on academic study, language skills, careers, disabilities, mental health, gender, sexuality, finance and many other issues.

Regent's Student Hub will be the first port-of-call for the majority of your needs. Staff in the Hub can either deal with your enquiry directly or point you to one of our services for more support. Our support services include:

- Personal tutor scheme
- Student Services
- Academic Skills
- English for Academic Purposes
- Careers advice, including placements
- Disability support
- Accommodation
- Student Union

For more information about life at Regent's and the services we offer please visit our website:
regents.ac.uk/information/student-life/for-current-students

10. Learning support facilities

Regent's offers a variety of different facilities and technologies to support your studies. These include lecture theatres, seminar rooms, the library, IT labs and specialist software.

There are two performance studios at the Regent's Park campus. These studios are available for you to book outside of class in order to rehearse and prepare your work for class and assessment.

For specialist screen acting, you have access to a TV studio which includes a 'green screen'. There are dedicated edit facilities and Mac Labs at Regent's Park to facilitate your screen work.

If you require support or advice with regard to accessing campus facilities, please speak with our disability support officer, so we may address your concerns.
regents.ac.uk/information/student-life/for-current-students/disability-information

The Library at Regent's supports teaching and learning at the University. Our relevant and extensive collections, flexible study spaces and knowledgeable staff can help you achieve your academic goals. During term time, the Library is open until late in the evenings. During busy exam periods, it is open 24/7. Most areas are fully accessible to people with disabilities and wherever there are challenges we work with individual(s) to overcome, rearrange or support to facilitate good and safe access.

Regent's uses Blackboard as its virtual learning environment (VLE), where you will find learning materials and content for your modules. You will also submit your coursework online and receive feedback through Blackboard.

MyRegent's is a free app and web dashboard which contains Regent's email, degree programme timetable, module information and more. You will be able to download it for Apple or Android devices or access it at my.regents.ac.uk once you have enrolled with us.

Regent's has IT labs where you can use our computers and there are dedicated areas for you to use your own laptops and tablets. The campus has free Wi-Fi, including most areas of our extensive gardens, so any area can be adapted into a student study space.

Regent's is a member of the Eduroam network, so you can connect to this service to access Wi-Fi worldwide.

For more about Regent's learning resources, visit:
regents.ac.uk/about/learning-resources

11. Opportunities for personal development planning

The design and structure of the degree encourages you to engage in continual Personal Development Planning. This is facilitated through feedback on formative and summative

assessments, the opportunity for tutorials, and through formal and informal discussion of your development needs and goals with personal tutors and the teaching team. Following this, you are encouraged to formulate personal goals and time-frames for action.

A multiplicity of formal and informal opportunities are embedded in the learning journey for students to reflect on and evaluate their process and progress in a range of skills areas connected to diverse potential onward pathways. Final-year students are invited to an individual 'exit tutorial' where they are encouraged to reflect upon their learning journey. You are thus helped towards formulation of plans for further training or employment.

Many aspects of the assessment process mirror professional practice for actors, including receiving and integrating notes on performance through which you are led towards developing a reflective practice. You are helped to review your development of acting and production competencies and consider how skills explored might be applied in the future. In one-to-one tutorials those skills and techniques requiring development are isolated and discussed.

In addition, the assessment process also helps you to consider your development of transferable skills relevant to a range of employment areas. You are encouraged to assess your present skills in relationship to your future aspirations, examining your abilities to manage time and resources, to research and present information, to be a team worker in high-pressure situations and to operate with cultural awareness and adaptability.

On-going and alumni support
Guest speakers from industry contribute to the programme and career talks are held regularly. We retain an on-going relationship with many of our Alumni working in theatre and the creative industries. They have returned to give career talks and workshops to students, and serve as an informal network. Alumni have sought guidance from their former tutors as they develop their own careers both within and beyond the theatre industry.

Extracurricular activities
You also have opportunity to engage with extracurricular activities on and off campus organised by staff from across Regent's. These include but are not limited to: prominent guest speakers' presentations, conferences, competitions, university societies, Student Union membership and student representation. Participation in competitions or engagement with societies and Student Union are a great way to develop a host of skills and evidence demonstrating your diverse capabilities and can contribute to fruitful personal development planning.

Careers support
All students benefit from an initial consultation with a careers adviser in their first weeks on campus. Based on your individual interests you will, guided by your adviser, develop knowledge and networks in relevant sectors and roles. You will be encouraged to team up with like-minded individuals to build communities centred around shared interests.

You will have access to the vacancies shared by our business relations team on the Student Hub, as well as multiple other resources, and help with making applications for internships and graduate roles in the UK and beyond. Students who have not identified an area of interest are offered guidance consultations to enable decision-making.

A variety of workshops throughout the year will help you succeed at every stage of the selection process, including CV and cover letter writing, interview (including video interviews) and assessment centre preparation, networking, LinkedIn and psychometric testing. Support with individual applications is available.

Students who wish to start their own business will be invited to work in The Hive (see below).

Students looking to complete a consultancy project, such as a capstone, receive support in developing practical consultancy skills, as well as help with sourcing suitable projects. This offer is tailored with sector relevant information to reflect subject specialisms (e.g. fashion, design, business).

Each term a number of masterclasses (held by industry specialists), seminars, networking events and meetups are organised on campus. They offer an invaluable opportunity to find out about employment prospects in different industries and business sectors and to develop a professional network.

At our hiring breakfasts, employers who currently seek students via the Student Hub vacancy board (internships, placements, or graduate jobs) are introduced to (and given the opportunity to interview onsite) students directly.

In addition to regular face-to-face contact with our expert staff, we offer a wide range of online resources including VoIP (e.g. Skype) appointments to help you in your job search. These include advice sheets, videos and self-assessment tools. All this is accessible on the Student Hub to current students and alumni.

12. Admissions criteria

Details of the University's entry requirements can be at https://www.regents.ac.uk/policies

Our Admissions Policy and Admissions, Appeals and Complaints Policy can also be found at the link above.

For more information, see the How to Apply tab under each programme on the website.

13. Visas and immigration

At Regent's, you will be part of a truly international community, with the opportunity to make friends and contacts from around the world.

If you require a visa to study in the UK, please visit the Visas and Immigration page on the website:
regents.ac.uk/study/international-students/visas-and-immigration

14. Tuition fees and other course costs

Please see the Tuition fees page on the Regent's University website (https://www.regents.ac.uk/admissions/tuition-fees).

You will need to wear a set of loose-fitting black working clothes, including T-shirt, sweatshirt and sweat pants, for all workshops. A full set will cost about £50.

Additionally you will need to purchase scripts for presentation for assessed work. You should allow £100 each academic year for these costs.

Further reading around your subject will be required and these texts are available from the university library. We would encourage you to purchase some primary texts and you should allow about £150 each academic year for these costs.

In your final year we try to find opportunities for the cohort to present their performance work at festivals around the world. You may be asked to make a contribution towards travel and living costs of up to £250.

15. Assessment and progression regulations

You will be assessed on how well you are achieving the intended leaning outcomes at different stages throughout your time of study at Regent's. This will include a variety of methods as described under Section 6 above.

In order to continue with your studies, there are minimum requirements to be met in order to progress to the next level of your programme. The current progression regulations are published within the Academic Regulations on our website at the link below. These are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.
regents.ac.uk/about/governance/academic-governance/academic-regulations

Some students will be required to take a compulsory English for Academic Purposes (EAP) module in their first term. You will be told if this applies to you when you receive an offer of acceptance (see Section 12). Students must pass this module in order to progress to the next level of their studies. Students who have to take the compulsory EAP module will take it in place of an elective module.

You will be provided with guidelines on what you need to achieve in each assessment to ensure you receive a good mark. A generic description of each grade is available at:
regents.ac.uk/about/regents-teaching-exchange/learning-teaching/assessment-framework

Programme-specific regulations
The following modules are not eligible for condonement:
ATP5A9 Film: Developing Performance for the Screen
ATP510 Acting: Performance Project
ATP6A6 Film: Filmed Project
ATP6A5 Acting: Major Performance Project

All other modules are eligible under the current regulations of the University. For further information on condonement regulations, please refer to the University's Academic Regulations.

The late submission rule will not apply to assessments of practical work and performance assessments. Other assessments follow the current university regulations for late submission. For further information on late submission regulations, please refer to the University's Academic Regulations

Feedback on student work will normally be provided within two weeks and no longer than four weeks after the original submission deadline.

For further information on the programme's assessment and progression regulations, please see the University's Academic Regulations.

Study Abroad
Students on this programme who undertake a Study Abroad semester are required to pass all the modules for which they are registered at their host institution.

Group work
Group work is an integral part of theatre and film training. Full participation and contribution to the assessment/ assignment can only be achieved with consistently good attendance, which mirrors industry standards as well as exemplifying good academic practice.
The tutor's assessment of group projects (including working in pairs and large groups) is complex and, if it is to be fair, should reflect the contribution, achievement and attendance by all students at all timetabled meetings of the module.

If a student misses more than **2 timetabled sessions**, between the date when the group assignment being set and the hand-in date, the tutor reserves the right to withdraw the student from the group assignment. The reason is that their continued absence could jeopardise the success of the project and therefore potentially damage the grades of the other participants. The tutor will then reconstitute the group for the assessment/ assignment.

The withdrawn student will be deemed to have failed the assessment /assignment and if they subsequently fail the module, will have to re-sit the assessment/ assignment after the next Exam Board and the mark will be capped. If a student has extenuating circumstances for their absences (e.g., medical reasons etc.) they should complete the Extenuating Circumstances form (available from the Student Hub). This will be reviewed as per the University's Extenuating Circumstances procedure.This policy does not pertain to the assessment of individual assignments.

Failure to engage in group work may be covered by the university Fitness to Study Policy. This policy does not pertain to the assessment of individual assignments.

External Examiners
External Examiners are appointed to programmes to ensure that the University's standards and quality processes are appropriate and of a standard comparable to those of other higher education institutions in the UK. External Examiners do not alter individual student's marks or classification decisions.

16. Award criteria

To qualify for your intended undergraduate award, you must obtain 360 credits, including 120 credits at Level 4 or higher; 120 credits at Level 5 or higher; and 120 credits at level 6 or higher.
You must also meet the requirements of any specific regulations as stated under Section 15 Assessment and progression regulations.

For further details on award requirements, please see the Academic Regulations, available at on our website at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

17. Methods for evaluating and improving the quality and standards of teaching and learning

All quality assurance policies and procedures are found in the University Academic Regulations. The current versions are available at the link below. The regulations are subject to review and amendment each year. We will let you know if there are any major changes to the regulations that may affect you.

regents.ac.uk/about/governance/academic-governance/academic-regulations

Regent's University London operates a number of institutional processes for ensuring and enhancing its academic quality standards. These include: programme (re)validations, programme modifications, programme monitoring, student feedback systems and external examining.

Programme (re)validations
The University has a formal process to approve a new programme or reapprove an existing programme of study. This involves a panel of academics from within and outside Regent's to ensure that your programme is of appropriate academic standard and of a high quality.

Programme modifications
We listen to your feedback and make changes to your programme as appropriate. You will be consulted on any significant changes to your programme which may affect the outcomes of your study. All changes to programmes or modules are subject to approval through Regent's Academic Governance structures.

Programme monitoring
In order to ensure programmes continue to meet their academic and professional aims and objectives, Director of Content are required to prepare an Annual Monitoring Report (AMR). The reports include module feedback as well as external examiner reports and responses. They are reviewed at Faculty and Institutional level, and are published on the University intranet where students are able to view these.

Student feedback systems
Students play a key role in the University's processes for enhancing the quality of its educational provision and broader student experience. There will be multiple ways for you to provide feedback on your experiences at module level, programme level, through student representatives and at Student Voice Meetings. Student representatives are elected and sit

on institutional level committees.. Final year undergraduate students (Level 6) will be invited to take part in the National Student Survey (NSS).

External examiner reports
External Examiners ensure that Regent's standards and quality processes are appropriate and are of a standard comparable to those of other Higher Education Institutions. External Examiners review subject level assessment and institutional level processes and an External Examiner attends the Progression and Finalist Boards.

An annual external examiner report is produced at the end of every academic year at levels 5, 6 and 7. These are made available to students through the Annual Monitoring Reports which are published online.

Level	Module	Learning outcomes												
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
3	ATP3A1 Acting Fundamentals		✓			✓			✓					
	ATP3A2 Introduction to Voice and Movement	✓	✓			✓		✓	✓		✓			
	ATP3A9 The Actor Prepares: The Modern Monologue	✓	✓			✓		✓		✓		✓		
	ATP3A4 Improvisation: Creative Collaborations		✓			✓		✓	✓		✓			
	ATP3A5 Acting: Scene Study		✓		✓	✓	✓	✓	✓					✓
	ATP3A6 Developing Voice & Movement	✓	✓			✓		✓	✓		✓			
	ATP310 The Actor Prepares: The Classical Monologue		✓	✓		✓		✓		✓		✓		
	ATP311 London Performance: Past and Present	✓		✓				✓		✓	✓	✓	✓	

Level	Module	Learning outcomes											
		A5	A6	A7	A8	B10	B11	B12	B13	B14	B15	B16	B17
4	ATP4A6 Acting: Ensemble			✓					✓	✓	✓		
	ATP4A7 Introduction to Performance Making	✓		✓				✓		✓	✓	✓	
	ATP4A8 Voice and Text		✓			✓	✓		✓				
	GBL402 Global Perspectives	This is a University-wide module: learning outcomes belong to a common university framework.											
	ATP4A9 Acting: 19th & 20th Century Text and Performance	✓	✓	✓				✓	✓	✓	✓		
	ATP410 Developing Performance Making	✓		✓				✓		✓	✓	✓	
	ATP411 Voice & the Actor		✓			✓		✓	✓				
	ATP412 Introduction to Production				✓		✓			✓			✓

Level	Module	A9	A10	A11	A12	B18	B19	B20	B21	B22	B23	B24	B25	B26
5	ATP5A4 Film: Acting for Camera		✓		✓				✓		✓	✓		✓
	ATP5A5 Acting: Contemporary Text & Performance		✓	✓		✓			✓		✓	✓		
	ATP5A6 London Performance: Current Contexts	✓		✓		✓	✓					✓	✓	
	ATP5A7 Special Topic in Voice	✓					✓	✓	✓		✓			
	ATP5A8 Solo Performance Making	✓		✓				✓	✓	✓			✓	
	SPA513 Study Period Abroad	Learning outcomes are specific to the host institution.												
	ATP5A9 Film: Developing Performance for the Screen				✓					✓	✓			✓
	ATP510 Acting: Performance Project	✓		✓				✓	✓	✓			✓	
	ATP511 Special Topic in Theatre & Performance	✓		✓				✓				✓	✓	
	ATP512 Directing for the Stage	✓	✓				✓	✓			✓			

Level	Module	Learning outcomes												
		A13	A14	A15	A16	B27	B28	B29	B30	B31	B32	B33	B34	B35
6	ATP6A2 Shakespeare in Performance		✓			✓			✓		✓	✓		
	ATP6A6 Film: Filmed Project		✓		✓						✓		✓	✓
	ATP6A7 London Performance: New Work	✓		✓			✓					✓	✓	
	ATP6A9 Creative Enterprise: Preparing for Work		✓			✓			✓	✓				
	ATP6A5 Acting: Major Performance Project		✓	✓		✓			✓		✓	✓	✓	
	ATP611 Creative Enterprise: Theatre Lab	✓		✓				✓	✓		✓	✓	✓	