

## THE ARTS UNIVERSITY COLLEGE AT BOURNEMOUTH

### PROGRAMME SPECIFICATION

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

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in your Course Handbook.

<b><u>Key Course Information</u></b>
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Final Award	BA Honours
Course Title	Acting
Teaching institution	The Arts University College at Bournemouth
Awarding Institution	The Arts University College at Bournemouth
Professional accreditation	None
Length of course / mode of study	3 years full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement(s)	Dance drama and performance
UCAS code	W410
Language of study	English
Date of Validation	2004
Date of most recent review	2008
Date programme specification written/revised	Revised 2008

### **Course Philosophy**

The BA (Hons) Acting course provides an experience through which students can develop their potential as professional actors. This development is facilitated through a series of specialist units designed to develop progressively the imaginative, intellectual, physical, creative and professional skills and abilities that are needed in the profession. Professional opportunities for actors are increasingly broad and the training on the course aims to address key concepts and skills that can be adapted to a wide range of performance mediums and contexts.

Throughout the course theory goes hand in hand with practice and this enables you to formulate and to articulate your understanding of the acting process and of the relevant historical and contemporary contexts for the practical work that you do on the course.

We value and encourage teamwork. We believe that no one individual is any more or less valuable to the performance event than any other and that the event itself should be a true ensemble experience. The process of development for each actor is not seen as competitive; Personal brilliance is only important in relation to the demands of the event, the needs of the audience, and the task that the team together must fulfil.

We also believe in the wider context of our work as artists and opportunities exist for collaboration between you as an acting student and the students on other AUCB courses such as Costume, Film Production, Arts and Events Management, Fine Art, Animation and Photography. Many courses at the University College complement each other and we actively encourage collective working within our creative community.

We believe in fostering the actor as creator and that the ability to create one's own opportunities is as important as the ability to work effectively and professionally. The ability to generate and sustain one's own work is crucial to an actor's continued growth and development throughout their career and the course offers you opportunities to explore this aspect of your future career.

Transferable skills are built into the course. These skills develop your abilities to operate in a wide range of different working environments. Skills such as effective communication, presentation, team-working, timekeeping, critical thinking, analysis and problem solving are key not only to the development of you as an actor but also to the development of you as an individual.

As a team of dedicated practitioners and teachers we believe that learning to act is a process of personal discovery and exploration. Learning to be an actor is an ongoing process; it never ends. There are always new heights to be reached, new skills to learn, new research to undertake that will help you build your abilities, understanding and artistry. The BA (Hons) Acting course is the beginning of a lifelong journey of artistic and self discovery as an actor.

### **Course Aims**

The course aims to:

1. Stimulate inherent talent, providing you with a safe and secure learning environment in which to explore and develop your imaginative, intellectual and physical skills as an informed, sensitive and creative interpretive artist.
2. Enable you to develop a comprehensive knowledge and application of a wide range of physical and vocal skills in performance.
3. Encourage you to be responsive to the demands of content, form and space.
4. Encourage you to take risks and explore your full potential in order to make a unique contribution to theatre or media based performance.
5. Develop the investigative, analytical and critical skills that inform work of maturity and depth.
6. Provide an understanding of the social and historical contexts within which Acting has developed and encourage an appreciation of the relationship between theory, history and practice.
7. Prepare you as a student actor to develop a personal method of working and to work effectively in collaboration with others in your own and other disciplines.
9. Encourage development of your business skills in preparation for professional life in the industry.
10. Provide you with an understanding of the professional and ethical behaviour (i.e. time management, discipline, rehearsal and performance protocols) expected in order to meet the demands of the industry.
11. Promote self-directed learning through opportunities for independent study.
12. Provide you with an understanding of academic protocols, research methodologies and written and verbal presentation skills necessary for effective and successful engagement with work at the Higher Education level and life beyond university.

## **Course Outcomes**

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

1. Work confidently within a wide range of contexts and respond creatively to the demands of content, form and space.
2. Demonstrate the intellectual, imaginative and physical skills of an informed and creative actor in performance and in other written and oral forms.
3. Collaborate with others effectively in the realisation of a performance or event within or across disciplines.
4. Investigate a play or script from any period in terms of social, political, economic and philosophical information and apply this knowledge to your practical work.
5. Analyse a dramatic text in terms of language and structure and translate this into action.
6. Articulate your understanding of the complex nature of the performance event and the forms that this may take.
7. Evaluate your own process and achievement in relation to the theory and practice of acting.
8. Take responsibility for and initiative in, the quality of your work and have confidence in your ability to seek out and to manage future career opportunities in the live and recorded arts or further academic study.
9. Demonstrate an understanding of academic protocols, research methodologies and written and verbal presentation skills necessary for effective and successful engagement with work at the Higher Education level and life beyond university.

## **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Dance, drama and performance
- Framework for Higher Education Qualifications (FHEQ)
- QAA Code of Practice

AUCB Undergraduate Curriculum Framework  
University College Learning and Teaching Strategy

## **Learning, Teaching and Assessment**

### **Learning and Teaching Strategies**

Within this area of performance, experiential learning is a key principle of study and your work throughout the course reflects the collaborative nature of acting.

Throughout the degree, you will experience both tutor led learning, including the participation of professional practitioners and self-directed methods of learning (through negotiated practice and research work). In this way you will be able to develop an increasing independence and a positive attitude towards life – long learning.

The course objectives are met by deploying a wide variety of teaching and learning methods including rehearsal, performance, ensemble working, workshops, lectures, seminars, group critiques and tutorials. In consultation with the Course Leader, staff are responsible for co-ordinating individual units of study, and for selecting appropriate methods of delivery according to subject matter and student experience.

The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the course.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching in Level 4 is directed at providing you with the knowledge, concepts and skills to take increasing responsibility for the management of your own learning.

Ensemble working reflects the importance of team work in the discipline of acting and there are many opportunities to work in teams to learn the value of peer cooperation.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials may be delivered by team members, as appropriate, in the creative learning environment.

### **Assessment**

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

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). The HE Grading Matrix will help you to understand the marking process, and this can be found as an Appendix to this Handbook.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 5 and 6 in a ratio 1:3. For further information on progression, awards and classifications, please visit <http://intranet.aucb.ac.uk/academicregulations>

### **Course Structure**

All students are registered for the award of BA (Hons); however exit awards are available if you leave the course early, having successfully completed one or two stages. If you successfully complete a level of the course, 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 University College following successful completion of the first year of your course. (Note that part-time students do not complete Level 4 until part-way through their second year of study.)

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 University College following successful completion of the second year of your course. (Note that part-time students do not complete Level 5 until part-way through the fourth year of study.)

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 course.

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.

## **Course Content**

### **Level 4**

Level 4 provides a foundation enabling you to develop a methodological approach to psychophysical Acting, introducing the tools and techniques helpful in creating performances in Realistic drama for the stage and screen. The work is Stanislavski-based, and you will be introduced to the intellectual, imaginative and physical skills that you will need to acquire and to develop.

Work proceeds through a series of practical, studio-based acting exercises and projects that are underpinned by seminar and lecture based classes which provide additional literary, theoretical and historical contexts for your practical work.

The unit Acting Fundamentals introduces you to the principle tools of Acting through a series of games and exercises that explore elements such as: action/reaction, spontaneity, concentration, focus of attention, sense memory, creative objectives and ensemble working. Work in this unit encourages you to work with confidence from yourself and your own experience, with truth and honesty and also introduces techniques for character creation. Simultaneously you will undertake the units Performance Studies 1 and 2, which introduce through a group exploration of dramatic literature and history the study skills and academic conventions that will enable you to function as an undergraduate student within the context of your specialist discipline.

Acting Fundamentals then leads to the first text-based exercise, which requires you to apply what you have learnt thus far to the creation of a character in a scene (or an act) from a play from the genre of Psychological Realism. You will build on the skills you have learnt by exploring the practical application of textual analysis and research including: The world of the play, the author, the identification of action; the implications of this for character; the usefulness of actions and intentions; and, identifying subtext.

The first Recorded Performance unit immediately follows the Psychological Realism unit. Working with a contemporary script or scripts, you will explore the requirements of acting for camera and in other recorded forms of performance such as radio or voice-over acting.

Throughout this first year you will also have movement, voice and singing classes as part of the units Body and Voice 1 and 2. These are highly practical classes that provide you with specific skills and experiences that will further support your work on the acting units and will introduce you to the particularities of these individual disciplines.

By the end of this level you will have a sound knowledge of the basic concepts of acting.

Your progress will be monitored throughout the course and there is a mid-year review board at which all students' academic progress is monitored. You will receive continual feedback throughout the course in the form of written and verbal unit assessment, and from your fellow students in the form of peer evaluation. The course places emphasis on independent thinking and learning and you will have many opportunities for reflection leading to critical evaluation of your own work as well as that of your peer group. The Log Book and Personal Development Portfolio, introduced at the beginning of the course, provides a useful tool in the development of critical thinking, and in the evaluation of your own development and the work of professional practitioners.

Educational study visits are offered at points throughout the year. These may include a range of activities but will most frequently take the form of theatre visits. Educational visits usually require a contribution from the student and you will also need to pay separately should any extended educational study visit be offered.

### **Level 5**

After acquiring the understanding, skills and techniques that enable you to approach work in Psychological Realism, Level 5 consists of more advanced work concerned with aspects of dramatic structure and the implications of style for the actor. In Level 4 practical work took the form of exercises which, in general, did not require you to take into account the needs of the audience, and enabled you to focus on the internal creative processes of psychologically motivated work. In Level 5, you will learn to regard the audience as an integral factor in the creative process. Practical work will take the form of Workshops which will be viewed by an internal audience.

You will continue to develop a personal methodological approach to acting which will be evidenced in your practical work and in your Process and Performance Evaluations. In Level 5 you will be required to consider the needs of the audience and your relationship to them. You will further develop your investigative skills in relation to the world of the play, and explore the demands of different kinds of dramatic structures and styles of performance and their implications for the actor.

Level 5 begins with the Shakespeare Workshop. Firstly, you will have the opportunity to research the plays of Shakespeare and to analyse and present a scene from a play of your choice. You will learn how to establish physically and emotionally truthful acting within the demands of a highly sophisticated and complex theatre form. The narrative drama of Shakespeare will demand a higher level of intellectual, imaginative and investigative skills from you as well as requiring a more developed application of your physical skills in the realisation of performance. The workshop performance in front of an invited audience will test the development of your understanding and skills in this form.

Following the Shakespeare Workshop unit is the Actor and Audience unit. This workshop provides you with a practical exploration of more contemporary work which demands a different relationship between the actor and the audience. Through an examination of playwrights and practitioners such as Brecht, Jerzy Grotowski, Martin Crimp, Laura Wade, Mark Ravenhill, Peter Brook or others you will be encouraged to take greater responsibility for the integrity of the total event and will have the opportunity to adapt scenes from texts by these authors or to devise your own script that will explore the actor and audience relationship.

Simultaneously, in the unit Professional Contexts, you will explore specific theoretical and/or practice based interests that you may have a wish to pursue further as well as identifying career and post-graduate study options that will be available to you upon graduation. The Professional Contexts unit requires the submission of a 2,500 word essay exploring these interests and options, developing further your research and communication skills and prepares you for the independent study opportunities available to you in your final year.

At the end of Level 5 you will revisit camera and recorded voice acting skills in the unit Recorded Performance 2. This unit expands on the work of the Recorded Performance 1 unit in Level 4 and will ask you to further develop your ability to perform successfully in these media.

As in Level 4, you will have movement, voice and singing classes as part of the units Body and Voice 3 and 4. These classes will expand on the body of knowledge acquired in these disciplines in the previous year and will ask you to further integrate these skills in your work in the acting classes.

By the end of this stage in the course, you should be confident about your ability to organise your working methods. You will have developed investigative techniques, textual analysis skills, and physical/vocal skills to a high level, and you will be able to distinguish between realistic and epic styles. You will be prepared with key knowledge and skills that will allow you to enter the third year of the course, which is production based, with confidence.

## **Level 6**

Level 6 enables you to extend the scope and depth of your exploration of the acting process by providing you with a range of creative challenges. In preparation for professional life, your work in this year of study will be focused on work related study in theatre production. In the Specialist Practice units and in the Extended Major Project, you will be given the opportunity to test the working methods you have developed in Levels 4 and 5 by applying them to the creation of a series of characters in plays that will vary in the range and complexity of their demands.

The Investigative Study unit presents the opportunity to pursue a course of advanced independent research and allows you to demonstrate that the level of your skills in research, analysis, and criticism enables you to articulate a discursive argument to a level appropriate to the award of BA with Honours.

The unit Professional Preparation provides you with the opportunity to evaluate your development as an artist, consider your strengths and weaknesses, develop an understanding of the business aspects of being an actor and to develop audition/interview techniques and awareness. This unit will prepare you with the necessary skills and knowledge to manage your career and approach potential employers and employment opportunities in a professional manner.

## **Course Units**

### **Level 4**

<b>Title</b>	<b>Code</b>	<b>Credit</b>
Acting Fundamentals	ACT410	15
Body and Voice 1	ACT411	15
Performance Studies 1	ACT412	15
Psychological Realism	ACT413	30
Body and Voice 2	ACT414	15
Performance Studies 2	ACT415	15
Recorded Performance 1	ACT416	15

### **Level 5**

Shakespeare	ACT510	30
Body and Voice 3	ACT511	15
Professional Contexts	ACT512	15
Actor and Audience	ACT513	30
Body and Voice 4	ACT514	15
Recorded Performance 2	ACT515	15

### **Level 6**

Specialist Practice	ACT604	30
Investigative Study	ACT600	15
Extended Major Project	ACT603	60
Professional Preparation	ACT605	15

### **Outcomes for project work at Level 6:**

- Demonstrate the ability rigorously to apply specialist knowledge, understanding and creativity
- Demonstrate an enhanced level of discipline and ability in time-management and organisation.
- Demonstrate your awareness of the ethical, social and cultural issues appropriate to the concept of a responsible professional practitioner
- Demonstrate an awareness of the principles of sustainability, especially as they pertain to the discipline
- Demonstrate independent judgement in analysis and investigation and the ability to draw together ideas within a particular area of study
- Demonstrate the ability to plan, research, formulate and deliver sophisticated work which interprets, analyses and re-presents ideas to a specific audience
- Demonstrate the ability to reference appropriate historical, cultural, critical and contextual concepts through your work
- Demonstrate advanced visual communication skills
- Demonstrate advanced written communication skills
- Demonstrate advanced problem-solving, and an ability to apply knowledge to new situations
- Identify and adopt research methodologies appropriate to your research, and be able to evaluate the integrity of sources
- Demonstrate professional autonomy in the development of your ideas, and their realisation.

## Course Diagram

This schematic diagram shows the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks.

### Level 4

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	29	30	31
Induction week	ACT410 Acting Fundamentals (15 credits)									Assessment	ACT413 Psychological Realism (30 credits)										Assessment	ACT416 Recorded Performance (15 credits)			Assessment	HE Exam Boards					
	ACT412 Performance Studies 1 (15 credits)										Assessment	ACT415 Performance Studies 2 (15 Credits)										Assessment	HE Exam Boards								
	ACT411 Body and Voice 1 (15 Credits)											Assessment	ACT414 Body and Voice 2 (15 credits)																		

### Level 5

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	29	30	31
Induction week	ACT511 Body and Voice 3 (15 credits)												Assessment	ACT514 Body and Voice 4 (15 credits)										Assessment	HE Exam Boards						
	ACT510 Shakespeare (30 credits)										Assessment	ACT513 Actor and Audience (30 credits)										Assessment	ACT515 Recorded Performance 2 (15 credits)								
												ACT512 Professional Contexts (15 credits)																			

**Level 6**

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	29	30	31
Induction week	ACT604 Specialist Practice (30 credits)										ACT605 Professional Preparation (15 credits)															HE Exam Boards					
											Assessment																Assessment				
											ACT603 Extended Major Project (60 credits)																				
											ACT600 Investigative Study (15 credits)										Assessment										

## **Resources**

### **University College Resources:**

#### **Library**

The course is supported by a Subject Librarian who liaises closely with the team to ensure that the Library resources are relevant and meet student and staff research needs. The Subject Librarian provides sessions on researching and using information, as well as individual support for students in the use of Library resources.

The Library holds an excellent range of specialist learning materials including journals, books, CDs, DVDs, newspapers. It has subscriptions to a wide range of specialist electronic resources focusing on art, design, media and performance, including 37,000 e-books and 3,000 e-journals.

Colour and black and white photocopying facilities are available as well as viewing rooms for watching DVDs, videos and off air recordings from television. Students have access to iMacs and PCs and the Library is wi-fi enabled. The open plan design and high quality resources make the Library a popular space for work and study. The Library scores consistently high in both the in-house and national student surveys which are carried out annually.

#### **Information technology**

The University College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The University College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple, Quark and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable IT suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The ITCS section (Information Technology and Communication Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: [itcshelpdesk@aucb.ac.uk](mailto:itcshelpdesk@aucb.ac.uk)

#### **Museum of Design in Plastic (MoDiP)**

MoDiP is a registered museum of 20<sup>th</sup> and 21<sup>st</sup> century design and popular culture with a focus on plastics. Its collection is unique within the UK and has been developed to support teaching and learning at the Arts University College at Bournemouth.

There are many ways in which MoDiP can play a part in your studies:

- as a source of inspiration – large numbers of items may be viewed, handled and explored in depth, drawn, photographed and filmed
- as the focus of a brief for products and projects relating to course work
- as an exhibition venue – your work can be displayed in relation to the collections and exhibitions and events may be mounted in the museum space

The Museum is in a purpose built space within the Library, designed with wheelchair access in mind, and has the same opening hours as the rest of the University College for the viewing of exhibitions. Objects not on display can be borrowed and taken to the studio. To see what is available, go to the [Plastics Network](http://www.plasticsnetwork.org) website ([www.plasticsnetwork.org](http://www.plasticsnetwork.org)).

#### **The Gallery**

The gallery is a major resource for contemporary visual art at the Arts University College at Bournemouth and has received regional and national recognition. There are regular gallery events,

including collections on loan from galleries and museums, as well as individual exhibitions by some of today's leading artists, photographers, designers and critical writers.

It also functions as a learning resource and is integrated into the teaching, learning, and research practice undertaken at the University College.

**text + work** is the ethos which underpins the exhibition programme at the Arts University College at Bournemouth. The **text + work** concept promotes and provides a forum for challenging dialogue between innovative contemporary art, design, and media practice and its theoretical context.

There are **text + work** gallery events, critical texts, shared and networked exhibitions and a **text + work** website.

## **Student Support**

### **Academic Guidance**

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 course. This is provided through "critiques" and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

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

### **Career Education, Information and Guidance**

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Careers Service within the University College offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Senior Careers Adviser holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing, and Teaching as a career. Full details and dates of forthcoming lectures are available on the Careers intranet pages and on the Student Services notice boards.

The Careers Service also offers specialist events, working in partnership with local employers, AUCB alumni, and external agencies to bring together a range of art, design, media and performance expertise.

## **Learning Support**

### **Support for students with disabilities (including dyslexia)**

The Arts University College at Bournemouth is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of University College life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quicksan' screening programme when they join the University College. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia. If appropriate, you will be referred to an educational psychologist for a full assessment.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support. The Senior Disability Officer and Wellbeing Officer provide ongoing support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

### **Support for students for whom English is a second language**

If English is not your first language you will be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our English for Academic Purposes (EAP) tutor, who is part of the Learning Support team, will review the exercise and contact you if your work indicates that you would benefit from additional support. The EAP tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills. If necessary, the EAP tutor will refer you to a local language school so that you can improve your generic English language levels.

### **Pastoral support and guidance**

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. We have a team of professionally qualified male and female counsellors, with appointments available during weekdays and evenings. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a "one off" consultation. In most cases, you can expect to be seen for a session within two days of making initial contact with the service. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our counsellors almost immediately.

Pastoral support is also available from the AUCB Chaplaincy. The Chaplaincy at the Arts University College at Bournemouth is shared with Bournemouth University and is an inclusive Chaplaincy, which welcomes people of all faiths and none. The Quiet Room and the Islamic Prayer Room are in regular use by staff and students, and meetings with ministers of any faith can be arranged.

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice, Funds and Accommodation Office within Student Services.

### **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

The course is subject to the University College's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks and references the Framework for Higher Education Qualifications.

In addition all courses undertake an Annual Course 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
- Results of the in-house Student Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise which is monitored by the Course and Faculty Boards of Study.

Staff development priorities for the course team as a whole are identified through the Annual Course Review process, and for individuals through the Staff Performance Review process.

### **Indicators of Quality and Standards**

The Arts University College at Bournemouth was granted taught degree awarding powers by the Privy Council in 2008 following an intensive period of scrutiny by experienced academics from across the higher education sector.

The University College was audited by the QAA in May 2011 and received a judgement of 'Confidence' in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the course.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Student Regulations – <http://intranet.aucb.ac.uk/academicregulations>
- AUCB Student Guide

### **Generic Book List**

The list below comprises a range of library resources by subject area, which you might find useful for your research throughout your degree. This list is intended to give you an overview of some of the theoretical and conceptual frameworks that relate to acting, but it is not exhaustive, and you are encouraged to research your individual projects independently. The titles on the list are recommendations only, and whilst you will not be expected to consult all of the material or purchase an extensive selection of books, it will be your responsibility to work with your tutor to identify the resources that are essential to your particular research area.

The list does not include plays or online resources; for these, please refer to the unit handbooks or consult your tutor or subject librarian.

### **Acting Technique**

- Boal, A. (2002). *Games for Actors and Non-Actors*. London: Routledge.
- Bruder, M. *et al* (1986). *A Practical Handbook for the Actor*. New York: Vintage.
- Chekhov, M. (2002). *To the Actor: On the Technique of Acting*. London: Routledge.
- Dennis, A. (2002). *The Articulate Body: The Physical Training of the Actor*. London: Nick Hern.
- Hagen, U. (2008). *Respect for Acting*. Hoboken, N.J: John Wiley & Sons.
- Hodge, A. (ed.) (2000). *Twentieth Century Actor Training*. London: Routledge.
- Lecoq, J. (2000). *The Moving Body*. London: Methuen.
- Lugering, M. (2007). *The Expressive Actor*. Portsmouth, NH: Heinemann.
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