

DOCUMENT CONTROL & APPROVAL

Issue	Amendment Detail	Name	Date Approved
0.1	Templates added to submission library	QAE	
	Academic Director Approval and submission to QAE.		
1.0	QAE Approval		

COURSE DESCRIPTOR

The Course Descriptor provides essential information to students, staff teams and others on a particular course or a group of courses in a programme and is designed to meet the University's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

Please refer to guidance notes on completing Course Descriptors before completing the details below.

SECTION 1 - General Course Information

Qualification (course type)	BA HONS
Course Title	BA (HONS) ACTING
Intermediate Qualification(s)	CertHE (120 credits) DipHE (240 credits)
Awarding Institution	FALMOUTH UNIVERSITY
Location of Delivery (e.g. Falmouth, London, Detroit)	The Monkey House, London
Duration of Course	Two Years (Accelerated)
Course Credits	360
Professional, Statutory and Regulatory Body accreditation	n/a
Accreditation Renewal Date (Month and Year)	n/a
UCAS Course Code	
Relevant External Benchmarking	Subject Benchmark Statements for Drama, Dance & Performance FHEQ

SECTION 2 – Teaching, Learning and Assessment

Educational Course Aim

This course aims to create fearless, connected and imaginative artists who are employable, knowledgeable and industry ready as both actors and theatre makers.

Course Specific Employability Skills

Studying on Fourth Monkey's BA (Hons) Acting accelerated degree, awarded by Falmouth University, will provide you with an opportunity to develop professional level performance skills as an actor and theatre maker. It will also allow you to integrate these skills with a capacity to create and realise your own process as a creative artist.

The 21st century actor requires the capacity to adapt their performance across varying and emerging media, engage creatively in generating text and performance opportunities, and interpret existing material. Entrepreneurship and the ability to actively identify, shape and capitalise work opportunities within a rapidly changing and largely freelance job market has become a vital quality for the successful actor.

Through the training on this course, you will foster and develop your curiosity, creativity and confidence to become an independent and adaptable performer with the skills to develop and sustain a long and diverse career. The accelerated mode of study will allow you to engage intensively and holistically with your training, as you work as a professional from day one. It will also afford you multiple opportunities to apply and test your skills in a performance rich programme with the guidance of experienced directors, practitioners, creatives and scholars.

The course is designed to support your confident transition into the industry as a professional actor and theatre maker. Through training on this course with Fourth Monkey, you can expect to develop the skills and capacities that will empower you to:

ACT

- Act in and create performances
- Understand your own voice, your own body and engage your imagination
- Develop interpretive, imaginative and expressive skills and techniques and apply these in the embodiment of character and text
- Investigate and use a range of practices and approaches to shape your own actor's process for creating performance
- Integrate acting, movement & vocal skills into holistic professional performance
- Understand how to be an adaptable performer for a range of professional working environments and media
- Build the practices of mindful self-awareness, professional rigour and personal evaluation that allow you to continue to develop as a performer and artist

MAKE

- Investigate and shape who you are as an artist, what you want to say and how you could theatrically say it
- Explore and develop a range of creative practices in order to evolve your own theatre making process and the necessary and integral skills required to do this

- Inform and appraise your personal perception of (your)self, theatre and the world around you
- Experiment and innovate in performance making
- Understand professional contexts and how to shape work that both recognises and challenges these
- Develop the skills of objective reflection and evaluation that allow artistic projects to evolve

MOVE

- Understand how your body moves and how to realise its physical potential
- Investigate and develop different skills and techniques which expand your body's expressive capacity
- Embody character and make bold and creative choices in performance
- Investigate and utilise creative processes and practices which establish the body as a source for the generation and creation of performance
- Understand how to work physically within an ensemble

COLLABORATE

- Understand the necessity for artistic and creative collaboration both in training and professionally
- Work and train in an ensemble environment
- Accommodate the unique contributions of individuals within the ensemble
- Develop skills of negotiation and communication that allow shared artistic projects to evolve
- Understand the capacity of performance and performance creation to contribute to inclusive and representative cultural debate
- Understand the ethical implications and appropriateness of performance work to ensure activities are undertaken in a safe, supported and inclusive environment

Graduate Skills

Many of the skills required for the course and for professional performance practice and creation are readily transferable to other professional environments.

As you progress through the course, you will develop the ability to:

Take Ownership, Accountability & Personal Responsibility:

- Work independently and accountably, set personal goals and targets, manage your own workload and take ownership of the way in which you collaborate with others
- Work effectively and efficiently under pressure, to deadlines and to brief
- Identify opportunities and strategies to engage with these
- Understand how to manage risk, health and safety; employ ethical working practices to ensure safe working contexts on an individual, collective and professional basis
- Work in planned, improvisatory and innovative ways to anticipate and accommodate change, ambiguity, creative risk taking, uncertainty and unfamiliarity
- Identify personal strengths and successes, effectively manage and take ownership of personal challenges, objectives and needs, and reflect on and evaluate personal career development and potential for life-long learning

Problem Solve & Practice Reflectively:

- Work and think spontaneously, reflexively, creatively, critically and technically to develop ideas, construct bold and embodied performances, and justify innovation
- Research and examine texts, information, materials and experiences to formulate independent ideas through thorough investigation in order to articulate reasoned arguments and informed viewpoints through reflection, review and evaluation
- Formulate articulate and informed responses to the constructive feedback of others
- Engage interdisciplinary approaches and understand different technical, creative, artistic, theatrical, social and cultural theories, axioms or paradigms of knowledge

Work Collaboratively In An Ensemble Environment:

- Effectively lead, facilitate, participate and problem solve within the collaborative context of the ensemble
- Understand ensemble dynamics in order to operate collaboratively within collective, creative and professional contexts to generate and pursue shared artistic and creative goal(s) / vision
- Recognise situational and interpersonal factors and how these can be effectively and professionally managed in order to facilitate successful and progressive ensemble relationships, personal development and collective growth
- Negotiate and manage conflict professionally
- Consider, acknowledge and respect diverse opinions and the social, cultural and ideological positions from which they arise

Communicate & Present Professionally:

- Articulate ideas, listen to the contributions of others and communicate effectively in a range of professional contexts
- Produce written assignments which are in line with industry expectations and professional requirements
- Create and present content professionally for a range of contexts
- Demonstrate literacy in digital vocabularies
- Critically use information retrieval skills, involving the ability to gather, sift, adapt, manipulate, synthesise, evaluate and organise relevant material
- Appropriately select, employ and adapt digital media and information technologies

Career/Future Study Opportunities

Performance careers are typically multi-dimensional and traverse a variety of media. They encompass work in theatre, film, TV, voiceover / audio work, comedy, commercials, live events and immersive experiences. Theatre itself offers a huge range of potential intersections from children's theatre and educational drama to touring productions and the West End stage. Increasingly, acting graduates are also finding their skills valuable in connected pathways such as TV and radio presenting, combat and VR specialists, corporate role-play, directing, casting, personal management, stage and production management and arts administration. All of which are supported by the trajectory of this programme. Likewise, the development of alternative careers, borne directly from the learning undertaken on this programme supports sought after careers as directors, movement directors and specialist artists. Training-specific specialisms such as puppetry, theatrical clown or corporeal mime are regular features in onward career paths.

This BA (Hons) Acting accelerated degree emphasises the growing practice of actors who are both theatre makers and interpretive artists which, alongside the traditional acting route, can lead to onward career development through establishing theatre companies, creative producing, devising, film / digital content making and creative learning project design and management. A large number of former Fourth Monkey students have carved out career paths for themselves as theatre makers and collaborators as well as actors; a significant proportion of these establishing their own theatre companies and / or creating and producing their own solo projects with reputations that span national and international audiences in a range of media. Alumni regularly collaborate in a creative context for / with established companies of international regard such as Punchdrunk, Frantic Assembly, Theatre Re, Les Enfants Terribles and Action to the Word.

The communication, interpersonal and presentation skills that are embedded within this degree transfer extremely effectively to other environments with graduates also securing work in coaching, teaching and training in all areas; from supporting schoolchildren to engaging with storytelling, early-stage reading coaches and youth theatre facilitators as well as teaching business executives how to present, lead and crisis manage confidently and effectively through corporate and professional training roles.

This degree also enables you to explore more specialised areas of further study, such as using your developed movement or vocal skills to work toward an MA that develops you as a movement director or vocal coach. It also enables you to expand your project management understanding by enrolling in an MA focused on arts management, theatre production and business, or by building on your performing and creative expertise with MAs in film acting, drama therapy, collaborative theatre making, theatre or screen writing and dramaturgy.

Structure of Course Delivery

Fourth Monkey's BA (Hons) Acting accelerated degree was designed by professional and experienced actors, directors, theatre makers, practitioners, scholars and teachers who are passionate about actor training and have a wealth of contemporary experience both nationally and internationally. Your course continues to be driven, taught and shaped by their first hand and diverse contact with the industry and their up-to-date understanding of the pertinent and most relevant disciplines and requirements vital for a creative and sustainable professional career within the contemporary industry.

It is our intention for you as an individual to be celebrated and to thrive, to maximise and diversify your own unique artistic and creative skills, to challenge your perception of yourself, your own creativity and the wider world around you in the supportive and nurturing ensemble environment. Through rigorous actor training, experimentation and self-exploration, performance excellence and collaboration, you will learn by doing in a range of classes, workshops and performance events that will guide you to being industry ready in two years with the ability to ACT, MAKE, MOVE and COLLABORATE.

Your training on this programme will be delivered through thematic modules which encourage the identification of patterns and connections between practices, approaches and activities as both a performer and theatre maker. This will afford you the opportunity to develop cumulatively, individually and uniquely as you progress through the course. Fundamental to this training is the need to look at the learning as holistic, collaborative, embodied and experiential.

This is most effectively acquired through intensive activity; learning through doing, working in an ensemble environment and ultimately bringing together all your skills of body, voice and mind in practice and performance.

Within each module you will encounter a range of classes, rehearsals, workshops and seminars that reflect the diversity of practices experienced in the development of performance. The ethos of this course is to afford you with a breadth of approaches, processes and techniques to explore in the pursuit of developing your own expressive and interpretive skills as an actor and as a theatre maker in depth and with integrity.

On this course, you will focus on physically engaging with established theories, principles and ideas which underpin contemporary acting, performance and theatre making. You will be required to actively and cognitively embody the theories of renowned practitioners such as Stanislavski, Meisner and the like, as well as more diverse practices and methods such as Butoh and Suzuki for example. You will be encouraged to integrate these practices with specific and critical analysis of (your)self, character, text and context in order to establish a solid foundation from which to synthesise your discoveries into your performances for a range of roles and scenarios. All concepts will be interrogated through active and embodied exploration and discovery and will promote the physical, immersive and transformative journey of your training and the development of your individual practice for the end goals of performance and theatre making.

Throughout your training you will work practically in the studio and in a schedule of varied classes throughout the week. This ensures that you are consistently engaging holistically across all of your skillset to develop and sustain the stamina, expressive capacity, dexterity and performance fitness (mental and physical) required for professional acting work, and congruent with the life of an actor / theatre maker.

There is also work expected from you in the form of independent guided study on an ongoing basis, which may take the form of regular practice and self-evaluation. This is essential to support your own physical and vocal progression, personal growth, research and investigative needs and for the regular preparation of scenes and material for class and rehearsal.

Alongside the objective to ensure you develop your expressive technical skills and practice as a performer, this course also seeks to develop you as a potential theatre maker. You will have several opportunities within modules to work individually and collectively on developing and realising new work which will be self-generated. You will be encouraged to follow your own curiosity and inspiration, apply your skills in different ways (e.g. ideational research for devising and not text interpretation on this occasion), find a practical and problem solving capacity to shape and distil ideas and concepts into theatrical language and an understanding of the interdisciplinarity and transmedia frameworks, contexts and processes whereby new performance is produced.

Level 4 - Core Principles & Application

In the first two study blocks you can expect to experience a first principles approach to identifying and practising the core skills of performance. This will include voice and movement work, an introduction to processes and practices that underpin the creation and development of

performance, and a focused exploration of (your)self, as a performer and as a collaborator within the ensemble. Central to this course is the notion of professionalism, which is expected from day one of the course in respect of attendance, rigour, punctuality, preparation and presence. You can also expect taught sessions focused on wellbeing strategies, self-reflection skills and personal management which are tailored not just to engaging with the demands of the training environment, but also aim to build strategies that sustain your long-term wellbeing in the professional environment post-graduation.

Level 5 - Expansion & Professional Perspectives

In the second two study blocks you can expect to expand and continue to develop your core skills, but also to acquire a more advanced expressive range and technical capacity in different media. You will be required to apply these skills to interpreting and generating more complex material for performance, take more responsibility for your development and encounter more sophisticated practices and styles, alongside beginning to test your skills against the requirements of professional contexts and structures. A higher level of practical independence is expected and the balance of taught classes and sessions is weighted more to rehearsal sessions for performance, within which you will be expected to actively bring together all of your skills from your studio practice.

Level 6 - Industry Facing... & Velocity!

In the final two study blocks you can expect to shape and present yourself and your skills in a variety of public and professional contexts. You will be expected to adapt your personal process and approach to meet the demands of varying professional practitioners, directors and environments and to independently conceive, develop and realise your own piece of performance. Performances will be open to the public, and you will be working with external professional directors and engaging with industry gatekeepers as you launch your professional career and develop your professional portfolio of marketing materials.

Enhancement Activities (Bootcamp!)

Alongside the practical training within the core modules, you also have enhancement opportunities which surround the core delivery within the study blocks in the form of bootcamps. These opportunities serve to physically and mentally focus you for the term ahead, encourage our multi-disciplinary ethos, widen your perspective and enhance your engagement with the profession. These sessions will sometimes include practical / physical skills which are assessed for a qualification outside the degree e.g. Stage Combat, guest workshops or Q & A sessions / masterclasses from visiting professionals.

Course Assessment Strategy

The purpose of assessment is to measure your progress and achievement throughout the course. Assessment is the method that generates feedback on your work, both summative and formative. It also allows you to develop your practice and performances more effectively by identifying specific areas and activities to work on.

Summative Assessment is the method which confirms whether you have met the learning outcomes i.e. Can you do what the specific activity requires of you? How effectively can you meet the assessment criteria which indicate this? This results in a graded mark which contributes to or indicates in itself the overall passing of the module and progression through the course.

Feedback on summative assessment is also likely to include formative comments to guide how you move forward with your training.

Formative Assessment is the method which considers how you are progressing towards achieving the learning outcomes through the classes and activities within the module. It provides guidance and feedback to help you develop. It does not contribute to any mark and does not form part of passing the module or formal progression through the programme. Formative feedback may be given orally in classes / sessions / workshops or in writing at specific points throughout your training.

How Are You Assessed?

You are assessed individually through solo or ensemble performances or practical tasks. When your work is viewed within an ensemble performance, practitioners take note of your personal demonstration of the skills being assessed by the learning outcomes and you are given an individual mark.

Assessment Modes within this course include written and practical methods. In keeping with the nature of the learning on this course, the majority of assessments are practically conceived and adjudicated.

Summative Assessment methods used within this course are as follows:

Performance - (including filmed and live, large and small scale, text based and devised / created work, public and internal, directed and self-generated), a prepared sharing (typically through a rehearsal process) to an audience where you will use appropriate expressive choices to communicate the work. The audience initially will be internal, and this will progress to public and industry contexts, and scenes / plays will increase in complexity, duration and length of run e.g. Scene Study, Performance Project, Contemporary Industry Season - see note below in respect of portfolio method.

Presentation - oral / embodied communication (sometimes with accompanying visuals / media) as an individual and / or in small groups, showing selection, preparation and organisation of information, ideas and investigation discoveries to a specific brief for an internal audience and markers e.g. prepared audition, project presentation.

Studio Practice - (staff / peer only) the formal showing of practical activities and exercises involved in the generation and use of techniques, investigation, processes, collaborations and organisation of these during a class or module. These may lead to performance or may develop skills and techniques used in the exploration, making and performing of texts / work, but at the assessment point are understood as a moment in the creative learning process and an opportunity to consider the quality and standard of engagement throughout the learning process encountered through the module classes (e.g. studio based practical work assessment inspired by the principles of Grotowski).

Practical - the demonstration of a practical exercise to a specific brief which encompasses applying particular technical processes to a defined outcome. This may be recorded (video) or in a studio context e.g. self-taping, voice reel recording and presentation.

Individual Report - a written submission to a specific brief which may encompass practical reflection and evaluation, modelling / interrogating personal development objectives and targets, reporting on investigations / research for developing a creative project, appraisal of artistic achievements / contexts within a creative development process, according to the nature of the brief e.g. Individual Learning Plans, Experimental Performance Project Report.

Portfolio - this assessment method is constructed from several constituent parts, all of which contribute to the mark awarded overall. In this course, some modules will include several performances within a portfolio and will consider your overall achievement of the learning outcomes, not against individual shows e.g. your Performance Projects module. A portfolio method can also include assessment of several pieces of written work / practical tasks, all of which contribute to the overall module learning outcomes in some way e.g. your Professional & Media Portfolio module

Formative Assessment & Feedback within this programme is multi-dimensional and includes:

In Class / Studio Notes - you will receive routine formative feedback from week to week from practitioners in respect of receiving notes in rehearsal, individual adjustments and instruction in class etc. This will be provided orally and informally, in response to your work in the studio, and is not specified or prescriptive. You should not expect detailed individual comments every week from every class / practitioner.

Peer Feedback - within certain classes / modules you will be encouraged by practitioners to offer and receive feedback from your peers as part of developing your own skills of observation and awareness in and of practice and to support your ability to work collaboratively in developing work. This will be provided orally and informally and may be part of a 'buddy' system.

Free Hit Feedback - within certain modules, class activity / practice will allow you to get feedback on an activity which will be summatively assessed at a different point e.g. a scene study assessed as studio practice will also provide feedback to you in respect of performance notes. This may be provided orally or in writing.

Developmental Feedback - typically at the end of study blocks, core department staff will offer ongoing guidance in respect of developing your expressive body / voice holistically and outside of a modular assessment framework. This should inform your own learning plans and will typically be provided within a personal 1:1 tutorial session which may be accompanied by written guidance. There are also additional opportunities to engage with developmental feedback throughout your training from Heads of Department and these may be formally initiated through training concern processes or informally given at appropriate times.

https://www.falmouth.ac.uk/sites/default/files/download/falmouth_assessment_principles_v1.1.pdf

Learning Outcomes

No.	Learning Outcome Category
1	Process
2	Techniques
3	Innovation
4	Industry
5	Investigation
6	Collaboration
7	Organisation
8	Performance
9	
10	

Enter the Learning Outcomes in this table.
This populates the rest of the document and
ensures the order and numbering remains
consistent throughout the award.

Level Learning Outcomes

No	Category	Level 4 Outcome	Level 5 Outcome	Level 6 Outcome
1	Process	Identify and apply the constituent stages, processes and elements of developing a role or a piece for performance	Adapt the constituent stages, processes and elements of developing a role or a piece for performance	Generate and integrate the constituent stages, processes and elements of developing a role or a piece for performance
2	Techniques	Recognise and apply a range of technical, vocal and physical skills in the interpretation and creation of performance	Adapt and employ a range of technical, vocal and physical skills in the interpretation and creation of performance	Synthesise a range of technical, vocal and physical skills in the interpretation and creation of performance
3	Innovation	Explore opportunities for creative risk taking, innovation and experimentation in the generation of new performance and created performance texts	Adapt and employ opportunities for creative risk taking, innovation and experimentation in the generation of new performance and created performance texts	Create and justify opportunities for creative risk taking, innovation and experimentation in the generation of new performance and created performance texts
4	Industry	Identify and apply professional behaviours, skills, materials and practices in line with industry expectations and requirements	Develop professional behaviours, skills, materials and practices in line with industry expectations and requirements	Integrate professional behaviours, skills, materials and practices in line with industry expectations and requirements
5	Investigation	Identify and apply practices, use of self, texts, and relevant research and materials, to contextualise and inform choices made in performance	Challenge and adapt practices, use of self, texts, and relevant research and materials, to contextualise and inform choices made in performance	Shape and synthesise practices, use of self, texts, and relevant research and materials, to contextualise and inform choices made in performance
6	Collaboration	Identify and apply behaviours to work with others to develop practices, ideas and texts in various contexts in pursuit of shared creative objectives	Extend behaviours to work with others to develop practices, ideas and texts in various contexts in pursuit of shared creative objectives	Organise behaviours to work with others to develop practices, ideas and texts in various contexts in pursuit of shared creative objectives

7	Organisation	Identify and apply approaches and practices for management of self to engage with study and professional self-development	Extend approaches and practices for management of self to engage with study and professional self-development	Formulate approaches and practices for management of self to engage with study and professional self-development
8	Performance	Identify and convey a selection of ideas and skills into a synthesised performance and / or presentation, for a range of contexts / media / audiences	Adapt and integrate a selection of ideas and skills into a synthesised performance and / or presentation, for a range of contexts / media / audiences	Frame and synthesise a selection of ideas and skills into a synthesised performance and / or presentation, for a range of contexts / media / audiences

Curriculum Structure, Assessment Methods and Learning Outcomes

							Contributing towards the Learning Outcomes									
							(Taught (T) , Practised (P) and/or Assessed (A))									
							1	2	3	4	5	6	7	8	9	10
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	Process	Techniques	Innovation	Industry	Investigation	Collaboration	Organisation	Performance		
		DISCOVERING WHAT MOVES ME...	20	1	C	SP		TPA	TP	TP		TPA				
		PLAY!	20	1	C	SP	TPA	TPA		TP	TPA	TP				
		WHO AM I?	20	1	C	PF	TPA		TPA	TP	TP		TP	TPA		
		TECHNIQUE INTO PERFORMANCE	20	2	C	PF RE	TPA	TP	TP	TP	TP	TP	TPA	TPA		
		EXPRESSIVE EXPLORATION	20	2	C	SP		TPA	TPA	TP	TPA	TP				
		CREATING MY OWN WORK	20	2	C	SP PR	TP	TP	TP	TPA	TP	TPA	TPA	TP		
		WIDENING TECHNICAL PRACTICE	30	3	C	SP PR	TPA	TPA		P	TPA	TP	TP	TP		
		PERFORMANCE PROJECTS	30	3	C	PO	TP	TP	TP	P	TPA	TPA	P	TPA		

		PROFESSIONAL PREPARATION	20	1	C	PR RE	TP	TP		TPA	TP		TPA	TPA		
		CONTEMPORARY TECHNIQUES	20	1	C	PC	TPA	TPA		TPA	TP	TP	TP			
		INTEGRATED PERFORMANCE	20	1	C	PF	TPA	P	TPA	P	P	P	P	TPA		
		CONTEMPORARY INDUSTRY SEASON	30	2	C	PO	TPA	TPA	P	P	P	P	P	TPA		
		PROFESSIONAL & MEDIA PORTFOLIO	30	2	C	PO	P	TP	TPA	TPA	P	P	TPA	P		
		CREATIVE CLASSICAL PROJECT	30	3	C	PF	P	P	TPA	P	TP	TPA	P	TPA		
		EXPERIMENTAL PERFORMANCE PROJECT	30	3	C	PF RE	P	P	TPA	P	TPA	P	P	TPA		

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary):-			
AR	Artefact	LR	Literature Review
CB	Computer-based	OR	Oral
CE	Critical evaluation	PC	Practical
CS	Case study	PF	Performance
DI	Dissertation or project	PL	Placement
ES	Essay	PO	Portfolio
EX	Exam	PR	Presentation
GR	Group Report	RE	Individual report
IT	In-module Test	SP	Studio Practice
JL	Journal / Logbook	OT	Other