



Module Specification

Introduction to Actor Training

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Part 1: Information

Module title: Introduction to Actor Training

Module code: UARB8R-30-1

Level: Level 4

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Drama

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This is a practical module incorporating actor training for stage and screen where students will encounter different performance approaches and methods, and acquire essential, core skills in these areas.

Features: This module encourages collaborative practice to demonstrate individual and group core skills. Alongside traditional actor training for stage, students will learn techniques for screen performance, to include self-taping, and appropriate technical

training for filming and editing on mobile phone. The assessments will involve staff-directed live performances.

Educational aims: On completion of this module, students will be confident in applying a toolkit of skills as an independent actor and will be able to work confidently on character and text within a professional rehearsal room context. Students will work collaboratively towards a performance directed by the tutor and will be assessed in their application of learned techniques, and their professional practice.

Outline syllabus: The syllabus will include improvisation, Stanislavski actor training methodology, text analysis, character creation, sensory awareness, Laban, movement and the body, live ensemble practice, acting for screen, voice training for stage and screen, self-taping practice.

Part 3: Teaching and learning methods

Teaching and learning methods: Practical actor training is core to enabling students to work independently on text and character as preparation for employment. The creation of this actor toolkit prepares students to be industry ready and able to respond to the challenges of the acting profession.

There is the expectation that they gain a key understanding of live rehearsal room practice and etiquette in line with industry expectations.

The module also offers the opportunity for self-taping for screen work.

All training encountered will be taken forward and developed further at Levels 5 and 6.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate proficiency in the use of tools, technologies, and techniques relevant to the field of study.

MO2 Critically evaluate own work, identify areas for improvement, and adapt learning strategies based on feedback and experience.

MO3 Apply professional etiquette to the creative process.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/AB85F6F9-21B4-2454-3B96-1DDF245098B9.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/AB85F6F9-21B4-2454-3B96-1DDF245098B9.html?lang=en-GB&login=1>

Part 4: Assessment

Assessment strategy: This Module will be Pass/Fail*

Students will perform in a group performance directed by their tutor and will demonstrate engagement with workshop techniques and approaches within a live performance context. They will also demonstrate successful collaborative company practice noted by attendance, engagement and professional attitude.

Students will receive formative verbal feedback in person or online.

*The Pass/Fail assessment strategy for this module has been designed to place greater emphasis on developmental learning, which is in line with the nature of creative practice.

Establishing a less marks-driven approach to assessment offers an opportunity to build confidence and encourage creative risk-taking.

By making explicit the role of feedback as key to learning and progression, students gain an understanding of their progress outside of the pressure of final numerical grades.

Formative feedback will be given throughout the process with tutors identifying how to improve work-in-progress at points of intervention.

The resit assessment will match the first sit.

Assessment tasks:**Performance (First Sit)**

Description: Performance of 10 minutes

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Performance (Resit)

Description: Performance of 10 minutes

Weighting: 0 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Drama, Acting and Performance [Bower] BA (Hons) 2025-26