

Programme Specification

1	Awarding Institution/Body	Luminate Education Group															
2	Delivery Location(s)	Mabgate, Park Lane, Prime Studios															
3	Programme Externally Accredited by (e.g., PSRB)	N/A															
4	Award Title(s)	BA (Hons) Acting BA Acting (60 credits)															
5	UCAS Code	W412															
6	Apprenticeship	N/A															
7	HECoS Code and Description	100067 – Acting															
8	Mode of Attendance	Full Time: Face to Face.															
9	Relevant QAA Subject Benchmarking Group(s)	QAA Subject Benchmark Statement for Dance, Drama and Performance, April 2024															
10	Relevant Additional External Reference Points (e.g., National Occupational Standards, PSRB Standards)	National Occupational Standards: 'Performing Arts' Occupations 2024															
11	Date of Approval/ Revision	September 2026															
12	Criteria for Admission to the Programme <p style="text-align: center;"><u>Undergraduate (Hons) Entry Criteria</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Typical offer</th> <th style="width: 35%;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>UCAS tariff points:</td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications), and relevant experience</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), and relevant experience</td> </tr> <tr> <td>IELTS:</td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td>International qualifications:</td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> <tr> <td>Mature applicants:</td> <td colspan="2"> University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course </td> </tr> </tbody> </table>			Typical offer	Minimum Offer	UCAS tariff points:	48 UCAS tariff points from two A-levels (or equivalent qualifications), and relevant experience	16 UCAS tariff points from one A-level (or an equivalent qualification), and relevant experience	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria		Mature applicants:	University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course	
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	RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) and Recognition of Prior Experiential Learning (RPEL)
<u>Additional entry criteria</u>		
Audition:		A successful interview or audition required.
References:		An appropriate reference required.
13	Educational Aims of the Programme	
<p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> • Produce industry ready actors, able to work across a range of disciplines. • Produce graduates with a wide range of professional acting skills relevant to the contemporary industry, including commercial and emerging digital technologies. • Create opportunities for interdisciplinary collaboration on internal and external projects. • Maximise opportunities for industry engagement to enable graduates to find and create work. • Contextualise acting within the wider social and cultural environment. • Produce new and innovative work, with the potential to produce tomorrow's great practitioners. • Produce graduates who can work independently, with the self-determination and resilience required for a sustainable career in the industry • Nurture independent creativity, enabling graduates to generate, devise, and sustain their own professional work post-graduation. • Produce highly employable actors with a diverse skill set—including directing, writing, and self-producing artists • Develop strong transferable skills in communication, collaboration, project management, and enterprise 		
14	Programme Learning Outcomes	
<p>The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:</p>		
Knowledge and Understanding		
K1	Critically evaluate acting methods	
K2	Critically analyse professional practices and ethics	
Cognitive/Intellectual Skills		
C1	Critically evaluate practitioners to inform techniques	
C2	Critically and creatively apply techniques	
C3	Critically engage with materials to create practice	
Professional Skills		
P1	Adapt creatively to complex performance challenges	
P2	Plan and manage work independently	

	P3	Produce innovative experimental projects
	P4	Apply methods to create skilled performances
	P5	Document and reflect using appropriate skills and technologies to support development
Key Transferable Skills		
	T1	Contribute effectively to ambitious projects
	T2	Develop professional and entrepreneurial skills
	T3	Communicate and articulate ideas in multiple formats
15	Key Learning & Teaching Strategy and Methods	
	<p>The BA (Hons) Acting programme is fundamentally practice-based, with learning and teaching designed to reflect contemporary professional acting environments. The programme's core purpose is to develop students' acting craft, professional awareness, and critical engagement with practice through a carefully scaffolded progression of studio training, contextual study, collaborative projects, and real-world learning experiences.</p> <p>Teaching and learning are structured around a multi-disciplinary approach that integrates voice, movement, acting techniques, performance-making, screen practice, contextual studies, and professional development. Students encounter a broad range of performance forms and working practices while being encouraged, as they progress, to identify areas of particular interest and begin to specialise. This balance between breadth and specialism allows students to develop a distinctive creative identity while maintaining a strong foundation in core acting skills.</p> <p>Studio-based teaching forms the centre of the programme. Practical classes focus on the development of voice and movement, the exploration of classical and contemporary acting methods, and the application of techniques to both stage and screen performance. Contextual and theoretical learning is delivered through lectures and seminars that explore key practitioners, performance traditions, industry structures, and ethical practice. Across modules, students are supported to connect technical training directly to creative application, enabling them to interpret performance materials with increasing nuance and complexity. Teaching is delivered by a diverse staff team combining academic expertise and professional industry experience. Visiting practitioners, directors, casting professionals, and production specialists contribute to teaching, exposing students to current industry practices and expectations.</p> <p>The programme is structured to provide clear pedagogical progression from guided foundational learning at Level 4, through developing independence at Level 5, to autonomous professional practice at Level 6.</p> <p>At Level 4, students are introduced to core acting, voice, movement, and screen and stage fundamentals. Teaching is highly supported and structured, with clear guidance, skills development, and reflective learning embedded within modules such as <i>Creative Professional, Collaboration, Screen and Stage Acting Fundamentals, and Acting Techniques in Performance.</i></p>	

Students begin to develop self-awareness, time management, and reflective practice alongside foundational performance skills.

At Level 5, students build upon these foundations through more complex performance processes, collaborative creation, and applied contextual study. Teaching places greater emphasis on student agency, interpretation, and creative decision-making. Modules encourage students to experiment with performance forms, deepen engagement with practitioners and methodologies, and take increased responsibility for project planning and group work.

At Level 6, learning and teaching shift toward professional autonomy and specialisation. Students undertake advanced performance projects, engage in self-directed creative work, and receive structured mentoring to support individual artistic and career pathways. Personal supervision at Level 6 provides academic and professional guidance, supporting students to consolidate their creative identity, professional readiness, and independent working practices. This stepped approach ensures students are progressively supported to move from guided participation to confident, self-directed professional practice.

Entrepreneurialism and professional practice are embedded throughout the programme. From Level 4 onward, students explore career pathways, professional etiquette, networking, and industry structures within Creative Professional and contextual modules. At Level 5, students engage in collaborative production processes, project planning, and problem-solving, developing transferable professional skills.

At Level 6, entrepreneurial learning is explicitly developed through modules such as the Self-Producing *Project*, where students learn how to initiate, develop, and realise their own creative ventures. Teaching focuses on project development, funding applications, pitching ideas, and working with external partners. This equips students with practical strategies for sustaining a career in the creative industries beyond graduation.

A defining feature of the programme is the integration of non-simulated learning environments. Students work with external venues, industry partners, and creative organisations, encountering real professional contexts rather than purely classroom simulations. Partnerships with organisations such as Leeds Playhouse, Prime Studios, The Grand Theatre, Red Ladder, ITV, Screen Yorkshire, and Film Buddy UK provide opportunities for workshops, masterclasses, collaborative projects, and exposure to professional production environments.

At higher levels, students participate in externally facing performance projects, industry-led workshops, and professional mentoring. These experiences enable students to understand current professional practices, expectations, and working cultures while building networks within the creative sector.

Teaching Methods - Teaching and learning methods across the programme include:

- Studio-based practical workshops
- Rehearsal and performance laboratories
- Lectures and seminars in contextual and professional studies
- Creative project supervision and mentoring

- Peer learning and collaborative practice
- Industry-led workshops and masterclass
- Independent and self-directed study

The sequencing of modules and teaching methods is designed to promote increasing independence, creative risk-taking, and professional confidence, ensuring graduates are well-prepared for employment or further study within the acting and performance industries.

16 **Key Assessment Strategy and Methods**

The BA (Hons) Acting programme employs a diverse and industry-informed range of assessment methods designed to measure students' development as reflective, skilled, and professionally prepared actors. Assessment is centred on practical performance tasks that mirror contemporary professional acting environments, ensuring students demonstrate applied competence within authentic performance contexts.

Practical performance assessment forms the core of the programme at every level. Students are assessed through a range of live and recorded performance formats, including studio productions, public performances, screen and digital performance work, voice-based performance, motion capture and CGI environments, and externally facing showcase events. These assessments are designed to reflect the breadth of professional contexts in which graduates are likely to work, enabling students to evidence versatility, technical skill, creative interpretation, and professional conduct.

Across Levels 4 to 6, performance assessments are scaffolded to support progressive skill development and increasing autonomy. At Level 4, assessments focus on foundational acting, voice, movement, and screen and stage performance fundamentals within structured and supported performance tasks. At Level 5, students undertake more complex collaborative performance projects that require deeper character development, interpretive decision-making, and sustained creative contribution. At Level 6, students complete advanced and self-directed performance projects, demonstrating independent artistic vision, professional working practices, and readiness for industry engagement.

This progression ensures students experience a coherent developmental pathway from guided participation to autonomous professional practice. Reflective and theoretical assessment methods are embedded alongside performance assessments to support students in articulating and critically evaluating their practice. These include reflective journals, logbooks, portfolios, presentations, and interviews. Such tasks are designed to develop critical self-awareness, professional vocabulary, and the ability to contextualise creative decisions within acting methodologies, industry practice, and ethical frameworks.

Support for reflective and theoretical assessment is carefully scaffolded. At Level 4, students complete structured reflective tasks with clear prompts and guidance. At Level 5, reflection becomes more analytical, requiring students to evidence links between practice, theory, and professional context. At Level 6, students undertake independent critical reflection and professional self-evaluation, demonstrating mature analytical and evaluative skills.

	<p>Many assessments are explicitly designed to engage with real or simulated industry conditions. These include public performances, industry showcases, collaborative projects with external partners, self-produced creative ventures, and professional development portfolios. These assessments enable students to demonstrate employability skills, entrepreneurial initiative, and professional etiquette, while building networks and understanding current industry expectations.</p> <p>The assessment strategy is designed to ensure alignment between programme learning outcomes, industry relevance, and student progression. Practical, reflective, and professional assessments are interrelated across modules, ensuring students repeatedly apply technical skills, creative decision-making, collaboration, and critical reflection in increasingly complex contexts. This integrated approach provides students with multiple opportunities to demonstrate achievement across knowledge, cognitive, practical, and transferable learning outcomes.</p>
17	<p>Industry-Specific Skills Development</p> <p>The BA (Hons) Acting programme places Work Related Learning (WRL) at the centre of students' development as contemporary performance professionals. Industry-specific skills are embedded throughout the curriculum to ensure graduates acquire the technical, creative, and professional performance capabilities required across stage, screen, digital, and emerging performance platforms. The programme prioritises sustained practical training and rehearsal-based learning, reflecting the intensity, discipline, and collaborative demands of professional acting environments.</p> <p>Across all levels, students develop core acting competencies essential to modern performance practice. These include vocal technique for stage and microphone work, physical expressivity and movement-based performance, character creation and psychological realism, text analysis and interpretation, improvisation, and ensemble performance. Training also includes screen acting techniques, performance for camera, voice-over practice, and acting for digital and commercial media contexts. This breadth ensures students are prepared for the diverse working conditions of contemporary actors, who increasingly move fluidly between theatre, film, television, motion capture, and online content creation.</p> <p>Students are exposed to a range of classical and contemporary acting methodologies, enabling them to develop adaptable toolkits rather than a single prescribed style. This approach equips graduates to respond confidently to varied directing approaches, rehearsal processes, and production demands encountered in professional practice.</p> <p>A distinctive feature of the programme is the substantial allocation of rehearsal and studio time. Students engage in sustained rehearsal processes that mirror professional production schedules, requiring regular ensemble practice, iterative development, and performance refinement. As students progress, rehearsal periods increase in duration and complexity, supporting the transition from short-form studio explorations at Level 4 to extended rehearsal processes for public productions, screen projects, and industry-facing showcases at Levels 5 and 6.</p>

This intensity cultivates professional rehearsal etiquette, stamina, responsiveness to direction, and the ability to maintain performance consistency over extended runs. By embedding rehearsal culture at the heart of training, the programme closely reflects real-world industry expectations and prepares students for the rigours of professional rehearsal and production environments.

WRL is embedded through non-simulated performance opportunities that place students in authentic production settings. Students participate in public performances, filmed productions, digital performance projects, and industry-facing showcases. They work within professional production structures, adhering to industry-standard schedules, technical protocols, and creative hierarchies. These experiences enable students to develop practical understanding of casting processes, directing styles, production workflows, and technical integration of performance for stage and screen.

At higher levels, students undertake externally facing performance projects and collaborate with visiting directors, casting professionals, and industry practitioners. This provides direct exposure to current professional practices, expectations, and performance standards, while allowing students to apply their acting skills in real-world creative environments.

The programme distinguishes itself through its integration of traditional actor training with contemporary and emerging performance practices. Alongside classical stage training, students engage in performance for camera, motion capture and CGI performance, microphone and voice-over technique, and commercial and digital media acting. This combination ensures graduates are prepared for the evolving demands of the creative industries, where actors are increasingly required to work across hybrid and technologically mediated performance environments.

Through this industry-informed and practice-intensive approach, the BA (Hons) Acting programme ensures students graduate with highly developed, adaptable acting skills and extensive experience of professional rehearsal and performance processes, positioning them strongly for sustained careers in the contemporary performance sector.

18 **Transferable Skills Development**

The BA (Hons) Acting programme equips students with transferable skills essential for building sustainable careers in the performing arts and beyond. Work Related Learning (WRL) is embedded across the curriculum to ensure students develop professional, reflective, and collaborative capabilities alongside their artistic training.

Level 4: Students begin to develop foundational transferable skills, including self-reflection, personal goal setting, and basic collaborative practice. Skills audits and Personal Development Plans (PDPs) support students in identifying strengths, areas for growth, and career aspirations. Structured feedback from peers and tutors in studio sessions introduces self-assessment and professional communication.

Level 5: Students apply these skills in more complex and autonomous contexts, including collaborative projects and independent tasks. They engage in peer-led feedback, problem-

	<p>solving within teams, and professional communication for different audiences, including industry panels and project stakeholders. Digital literacy is integrated through tasks such as submitting self-taped recordings, online portfolios, and marketing content for creative projects.</p> <p>Level 6: Students consolidate and demonstrate autonomy in transferable skills, including leadership, project management, professional communication, and entrepreneurial thinking. They take responsibility for self-directed projects, navigating team dynamics, planning workflow, and collaborating effectively under realistic professional pressures. These experiences prepare students to operate independently and flexibly in professional contexts beyond graduation.</p> <p>Collaboration is a central component of transferable skill development. Students learn to navigate group dynamics, provide constructive feedback, and assume leadership or supportive roles within teams. Communication skills are developed for diverse audiences and professional contexts, fostering clarity, adaptability, and confidence. Digital literacy is embedded throughout the programme, reflecting the contemporary performing arts industry's demands for online engagement, portfolio management, and marketing capabilities.</p> <p>By embedding transferable skills progressively across modules, the programme ensures students acquire the professional awareness, reflective capacity, and collaborative competence necessary for employment and further study. The integrated approach ensures graduates are not only adaptable and resilient but also capable of effectively managing their professional trajectory within the contemporary creative industries.</p>
19	<p>Sustainability</p> <p>The BA (Hons) Acting programme at UC Leeds places a strong emphasis on career and workforce sustainability, equipping students to manage long-term, resilient careers in the performing arts. Sustainability is approached holistically, encompassing both professional longevity and, where relevant, environmentally responsible practices.</p> <p>Students are supported to develop the skills, strategies, and professional mindset necessary to sustain a career in a competitive and evolving industry. Key areas include: Continuous professional growth: Reflective practice, skills audits, and Personal Development Plans (PDPs) help students identify strengths, areas for development, and align their practice with long-term career goals.</p> <p>Resilience and expectation management: Students learn to navigate the uncertainties of the industry, manage workload pressures, and adapt to diverse professional contexts.</p> <p>Professional wellbeing: Emphasis is placed on maintaining healthy working practices, collaborative relationships, and balanced approaches to rehearsal and performance.</p> <p>Networking, self-promotion, and funding awareness: Students develop strategies to build professional networks, present their work to industry stakeholders, and secure funding for independent creative ventures.</p>

Adaptability and technological literacy: Training ensures graduates can respond to emerging technologies, hybrid performance formats, and evolving industry demands.

WRL is central to career sustainability, allowing students to experience authentic professional scenarios, including self-produced projects, industry-facing showcases, and collaborative performance opportunities. These experiences develop autonomy, strategic planning, leadership, and project management skills, all essential for maintaining a sustainable and forward-thinking career in the arts.

While the primary focus is on career sustainability, students also engage with environmentally responsible practices in production. For example, in *Self-Producing Project*, they are encouraged to consider materials, energy use, and travel in planning performances. This ensures graduates are aware of industry-wide environmental initiatives while maintaining a career-focused perspective.

The programme aligns with industry guidance and workforce priorities, including those outlined by organisations such as ScreenSkills and Equity. By combining practical experience, reflective development, and professional strategy, the BA (Hons) Acting programme ensures students graduate as resilient, adaptable, and forward-thinking professionals, capable of sustaining meaningful and impactful careers in the performing arts.

20	Programme Modules				
Level 4					
Code	Title	Credits	Core/Option	Compensable / non-compensable	
	Screen Acting Fundamentals	20	Core	Compensable	
	Voice & Movement in Practice	20	Core	Compensable	
	Voice & Movement in Performance	40	Core	Non-compensable	
	Creative Professional	20	Core	Compensable	
	Stage Acting Fundamentals	20	Core	Compensable	
Level 5					
Code	Title	Credits	Core/Option	Compensable / non-compensable	
	Character Creation: Voice and Movement in Digital Performance	20	Core	Compensable	
	Developing Your Creative Practice	40	Core	Non-compensable	
	Acting Techniques in Performance: Screen & Stage	40	Core	Non-compensable	
	Collaboration	20	Core	Compensable	
Level 6					
Code	Title	Credits	Core/Option	Compensable / non-compensable	
	Performance Showcase	40	Core	Non-compensable	
	The Commercial Actor	20	Core	Compensable	
	Self-Producing Project	40	Core	Non-compensable	
	Developing Your Performance Pathways	20	Core	Compensable	

21 Programme Structure

The BA (Hons) Acting programme is delivered full-time over five days per week, with students engaging in approximately 20–25 timetabled hours each week. Timetabled contact includes studio workshops, performance laboratories, lectures, and one-to-one or small group tutorials. Students are expected to supplement this with independent practice, rehearsal preparation, and optional mind/body enrichment sessions, reflecting the intensity and professional demands of the industry. Full attendance and active engagement across the five days are expected to ensure students can fully develop their practical, creative, and professional skills. The programme is structured to provide a higher level of contact time than standard provision, mirroring the working patterns of professional actors.

L4

Semester 1	The Creative Professional (20 credits)	Stage Acting Fundamentals (20 credits)	Voice and Movement in Practice (20 credits)
Semester 2	Screen Acting Fundamentals (20 credits)	Voice and Movement in Performance (40 credits)	

Level 4 establishes the foundations of acting, voice, movement, and professional awareness. Voice and Movement in Practice develops physical and vocal control, strength, alignment, flexibility, and expressive precision, while Voice and Movement in Performance extends these skills in classical and devised physical theatre, integrating creativity with technical mastery. Stage Acting Fundamentals and Screen Acting Fundamentals introduce text interpretation, character development, ensemble work, and camera technique, fostering reflective practice, imaginative performance, and professional habits. Alongside practical training, students engage with professional development through The Creative Professional, which introduces the breadth of careers in the creative industries and encourages reflection on personal skills, career pathways, and professional behaviours. Students research established practitioners, produce case studies, and develop an evolving personal professional development plan, embedding self-directed learning, networking, and strategic career awareness throughout the programme.

By the end of Level 4, students demonstrate a solid technical, creative, and professional foundation, capable of performing confidently across stage and screen contexts while beginning to engage with their career development and industry opportunities.

L5

Semester 1	Character Creation: Voice & Movement in Digital Performance (20 credits)	Developing Your Creative Practice (40 credits)
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Semester 2	Collaboration (20 credits)	Acting Techniques in Performance: Screen and Stage (40 credits)
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Level 5 advances technical, creative, and professional competencies. Collaboration encourages interdisciplinary practice and professional networking through innovative projects. Acting Techniques in Performance: Screen & Stage refines methods such as Meisner, Brecht, Stanislavski, and Shakespeare, enhancing vocal, physical, and emotional expressivity.

Character Creation: Voice & Movement in Digital Performance bridges traditional acting with emerging technologies, including motion capture and voiceover, preparing students for digital performance industries. Developing Your Creative Practice consolidates skills within classical or physical theatre, promoting experimentation, reflective practice, and professional engagement. By the end of Level 5, students demonstrate versatility, creative confidence, and the ability to collaborate professionally across stage, screen, and digital media.

L6

Semester 1	The Commercial Actor (20 credits)	Self-Producing Project (40 credits)
Semester 2	Developing Your Performance Pathway (20 credits)	Performance Showcase (40 credits)

Level 6 consolidates mastery and professional readiness. Developing Your Performance Pathway enables students to lead the creation and presentation of a live performance, fostering leadership, collaboration, and reflective practice. Performance Showcase integrates all skills in a public or recorded performance, demonstrating professional-level competence and employability. Self-Producing Project develops entrepreneurial and project management abilities, simulating real-world funding and production processes. The Commercial Actor explores performance, self-promotion, and audience engagement in commercial, media, and digital contexts. By the end of Level 6, students demonstrate technical mastery, artistic versatility, leadership, and professional adaptability, fully prepared for independent practice or careers across stage, screen, digital, and commercial performance sectors.

Across Levels 4, 5, and 6, the BA (Hons) Acting programme offers a structured and progressive pathway that develops technical mastery, creative versatility, and professional readiness. Students advance from foundational training to independent and industry-informed practice, integrating voice, movement, performance, and professional development across stage, screen, and digital contexts. By the end of the programme, graduates are equipped with the skills, artistic confidence, and professional awareness necessary to pursue careers across diverse performance industries or continue to postgraduate study.

See Appendix 5 for Module Grids for Level 4, 5 and 6.

22	Apprenticeships NA
23	Support for Students and Their Learning <p>At University Centre Leeds we have a specialised Student Support team where students can access support for learning, wellbeing, welfare, and financial support, designed to suit the needs of individual students and support their studies. This support includes access to diagnostic assessments and an Additional Learning Support Officer who can provide disability advice and Study Skills for students with a disability, neurodiversity, diagnosed mental health condition, or long-term health condition. The team will support eligible students to apply for Disabled Students' allowance (DSA); a government grant to provide individualised support such as specialist computer equipment, assistive software, mentoring support, study skills support, and/or or help with travel costs. Working with the student, the team will agree tailored support for learning including accessible learning practices, adjustments, and additional considerations. Our Counsellors provide tailored support to students including confidential short term counselling support, workshops, mentoring, referral and signposting, self-care tools, and resources to promote resilience and positive mental health. Our Student Funding and Welfare Adviser provides students with support to help understand how student finance works, find out what financial support is available, apply for student finance, how to manage budgets and money matters, and other financial guidance and advice to ensure students feel prepared financially whilst studying. They also offer advice on bursaries and financial support available. The Student Accommodation Adviser can support students to find suitable housing options that are right for them to study, socialise and mix with other like-minded students. They will offer guidance on accommodation available and ensure that all students feel supported, included, and equipped to succeed. There is also specific support available for students who are care experienced, estranged, carers, or seeking sanctuary.</p> <p>The University Centre Leeds library offers a range of physical and online resources. The online resources, including ebooks, ejournals and specialist websites are available to students whether they are on site or off campus. The HE Librarian can deliver a range of study skills sessions, in areas such as academic skills, research skills, critical thinking, and referencing. These can be for student groups or as 1:1 sessions for individual students, to support their overall information literacy and the development of their academic, research and digital skills.</p> <p>The programme provides structured support during induction and the period between levels to ensure smooth transitions. During induction, students are introduced to the programme structure, expectations for engagement and attendance, pastoral and academic support systems, and reflective practice tools. Orientation sessions include guidance on professional working practices, navigating rehearsal and performance schedules, and using UC Leeds facilities. Between levels, optional check-ins and re-induction sessions are offered over the summer to help students consolidate learning, prepare for the next stage, and maintain engagement with their professional development plans.</p> <p>Pastoral tutorials continue across Levels 5 and 6, shifting from guidance on transition to mentoring and professional pathway planning. Students receive support to manage independent rehearsal schedules, project delivery, and workload, while also developing resilience, time</p>

	<p>management, and self-directed study skills. Personal tutors focus on career planning, reflective practice, and wellbeing strategies, helping students navigate the intensity of industry-standard performance training.</p> <p>Resilience is embedded across the programme to prepare students for the demands of professional acting. This includes strategies for managing performance pressures, deadlines, and collaborative working, alongside guidance on maintaining mental wellbeing, self-reflection, and work-life balance. Students develop skills to respond to challenges in creative projects, auditions, and professional collaborations, ensuring long-term sustainability in both study and career contexts.</p> <p>Students are supported in their business and entrepreneurial skills through modules such as Self Producing Project, and our memberships with Screen Yorkshire and Film Buddy UK support students further in developing these skills through their services, providing workshops, interview sessions with specialists, 1-1s and mentoring.</p>
24	<p>Distinctive Features</p> <p>The BA (Hons) Acting programme develops adaptable, highly skilled, and industry-ready actors, prepared for careers across theatre, TV, film, physical theatre, and screen-based media. The programme blends rigorous practical training, multi-disciplinary learning, and industry engagement, while supporting the development of individual artistic identities and professional pathways. Students gain opportunities to specialise in stage, screen, or physical theatre while maintaining versatility across performance contexts.</p> <p>Curriculum design is directly informed by the teaching team’s ongoing professional practice, research, and scholarly activity, ensuring students experience current, evidence-informed, and innovative acting methods. Faculty are active in theatre, TV, film, radio, digital performance, and physical theatre, contributing to applied research, creative projects, and professional networks.</p> <p>Current academic and professional distinctions within the team include:</p> <ul style="list-style-type: none"> • One member undertaking a PhD in acting-related practice research. • A tutor who runs their own acting-based theatre company. • A tutor who is the co-director of a professional regional physical theatre company. • A tutor who is a BAFTA award-winning screenwriter. <p>This expertise shapes programme content, ensuring students train using techniques and workflows aligned with current industry standards, and benefits delivery through workshops, masterclasses, mentoring, and exposure to live professional practice.</p> <p>The programme maintains strong, ongoing partnerships with local and national industry organisations, including Leeds Playhouse, Slung Low, Northern Rascals, Rees Dance, ITV casting directors, and regional film production companies. These collaborations provide direct input into teaching, practical projects, and assessment design, and facilitate opportunities such</p>

as placements, live productions, supporting artist roles, and networking with agents and casting professionals. Students gain hands-on experience that builds a professional Actors CV, including touring productions, live performance, and recorded media projects.

Students benefit from immersive practical learning at Prime Studios, Leeds, a fully operational TV and film studio housing production companies such as Rollem Productions, Daisybeck Studios, and ITV (home of *Emmerdale*). The proximity to active production environments allows students to observe and engage with industry professionals daily, creating authentic, non-simulated learning experiences. Screen-based modules integrate camera work, motion capture, voiceover, and digital media performance, giving students practical exposure to contemporary screen industries. Academic studies are delivered at UC Leeds Mabgate Campus, fostering critical thinking, interdisciplinary collaboration, and research-informed practice.

The programme emphasises experiential learning through live performance and screen projects, combining classical and contemporary acting methods with experimental approaches. Students explore techniques from Meisner, Stanislavski, Brecht, and Shakespeare, and apply them across stage, screen, and digital media contexts. Modules such as Developing Your Creative Practice and Developing Your Creative Pathway encourage experimentation, independent project management, and creative leadership, allowing students to refine their personal artistic voice.

The course offers a multi-disciplinary approach: students may specialise in physical theatre, screen acting, voice artistry, or classical performance, while retaining core versatility. Cross-disciplinary collaboration is embedded through ensemble projects, digital media work, and interdisciplinary workshops, preparing students for the demands of contemporary, collaborative performance industries.

Stand-Out Features

- Proximity to industry professionals in working TV/film studios provides unparalleled networking and practical insight.
- Integration of scholarly research and professional practice by teaching staff ensures contemporary and innovative training methods.
- Notable faculty distinctions include PhD research, company leadership, professional physical theatre co-direction, and BAFTA-awarded screenwriting.
- Multi-disciplinary and specialist pathways allow students to explore their chosen area while developing versatility across performance contexts.
- Screen-based performance training is fully embedded in a working media environment, including motion capture, digital performance, and broadcast-ready productions.

- Extensive industry collaborations enable placements, professional mentorship, and real-world project experience, building students' professional CVs before graduation.
- Personal artistic identity and career planning are supported through independent projects, creative leadership modules, and ongoing pastoral and academic mentoring.

These distinctive features combine to make the BA (Hons) Acting programme at UC Leeds highly distinctive, providing students with a professional, research-informed, and industry-engaged training pathway that prepares them for careers across theatre, screen, and digital performance industries.

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Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome (L6)	Stage/Level 5 (2)	Stage/Level 4 (1)
K1	Critically evaluate acting methods	Compare acting methods	Describe acting methods
K2	Critically analyse professional practices and ethics	Analyse professional practices and ethics	Identify professional practices and ethics
No.	Programme Outcome (L6)	Stage/Level 5 (2)	Stage/Level 4 (1)
C1	Critically evaluate practitioners to inform techniques	Analyse practitioners and apply insights	Identify key practitioners and techniques
C2	Critically and creatively apply techniques	Apply techniques thoughtfully	Use basic acting techniques
C3	Critically engage with materials to create practice	Interpret and adapt materials	Explore performance materials
No.	Programme Outcome	Stage/Level 5(2)	Stage/Level 4(1)
P1	Adapt creatively to complex performance challenges	Respond effectively to evolving circumstances	Respond to simple performance changes
P2	Plan and manage work independently	Plan and deliver projects with some independence	Complete performance tasks with guidance
P3	Produce innovative experimental projects	Develop experimental approaches	Explore new approaches
P4	Apply methods to create skilled performances	Apply a range of methods	Use taught methods in performance

P5	Document and reflect using appropriate skills and technologies to support development	Record and review performances to support improvement	Capture performances with guidance to reflect on practice
No.	Programme Outcome (L6)	Stage/Level 5 (2)	Stage/Level 4 (1)
T1	Contribute effectively to ambitious projects	Take responsibility in team projects	Work collaboratively to achieve goals
T2	Develop professional and entrepreneurial skills	Develop entrepreneurial skills	Identify career goals and pathways
T3	Communicate and articulate ideas in multiple formats	Present ideas effectively in different contexts	Communicate ideas clearly

Appendix 1

Map of Outcomes to Modules

For Undergraduate programmes please provide a map for each Stage, e.g., Stages 1 and 2 and programme outcomes for Honours degrees, and Stage 1 and programme outcomes for Foundation Degrees.

Outcome Key													
Level 4: Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	P5	T1	T2	T3
Stage Acting Fundamentals (20 credits)	x		x		x	x							
Voice & Movement in Practice (20 credits)		x				x		x				x	
Screen Acting Fundamentals (20 credits)	x		x		x						x		
The Creative Professional (20 credits)		x						x			x	x	
Voice & Movement in Performance (non-compensable) (40 credits)				x			x		x	x			x

Level 5: Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	P5	T1	T2	T3
Developing Your Creative Practice (40 credits) (non-compensable)		x	x			x				x			x
Character Creation: Voice & Movement in Digital Performance (20 credits)				x			x	x				x	
Collaboration (20 credits)				x			x	x				x	
Acting Techniques in Performance: Screen & Stage (non- com) (40 credits)	x				x				x		x		
Level 6: Module Titles	K1	K2	C1	C2	C3	P1	P2	P3	P4	P5	T1	T2	T3
Developing Your Performance Pathway 40 credits	x		x		x					x			
The Commercial Actor 20 credits	x		x		x				x				
Performance Showcase 40 credits				x		x			x		x		
Self-Producing Project (non-compensable) 40 Credits		x					x	x				x	x

Map of Teaching and Learning Methods

Level 4

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers
Stage Acting Fundamentals	X	X		X	X	X	X
Voice & Movement in Practice	X	X		X	X	X	X
Voice & Movement in Performance	X	X		X	X	X	X
The Creative Professional	X		x			X	
Screen Acting Fundamentals	X		X	X	X	X	

Level 5

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers
Character Creation	X	X	x	X	X	X	X
Developing Your Creative Practice	X	X	x	X	X	X	X
Collaboration	X	X			X	X	X
Acting Techniques in Performance	X	X		X	X	X	X

Level 6

Methods							
Module Titles	Lectures	Student led/ interactive/ shared learning seminars	Case Studies	Skills Workshops	Practical (design and production sessions)	Group activities	Guest speakers
Developing Your Performance Pathway	X	X	x	X	X	X	X
The Commercial Actor	X	X	X	X	X	X	X
Performance Showcase	X	X		X	X	X	X
Self- producing Project	X	X	X	X	X		X

Map of Assessment Methods

Level 4

Module Titles	Report / Case Study	Reflective E-Journal	E-Portfolio	Presentation	Performance	Interview
Stage Acting Fundamentals		2. Written Reflection (30%) Week 13 900 words			1. Workshop demonstrations (70%) week 11 16-20mins	
Voice & Movement in Practice			1. Digital portfolio: practical demonstrations (70%) week 12 15 mins			2. Reflective Interview (30%) - week 15 7-8 minutes
Screen Acting Fundamentals					1. Workshop Demonstrations (70%) week 26 16-20mins	2. Reflective Interview (30%) week 28 7-8 minutes

The Creative Professional	1. Skills Audit (50%) week 6 1500w			2. Presentation (50%) week 14 10 mins		
Voice & Movement in Performance				1. Presentation of documented learning (30%) 10 mins week 28	2. Performance (70%) 20-30 mins week 29	

Level 5

Module Titles	Report	Reflective E-Journal	Practical Demonstration	Project	Presentation	Performance
Character Creation: Voice & Movement in Digital Performance		2: Reflective portfolio (50%) - week 14 (1000 words plus docs)				1: Digital character Performance (50%) - week 12 8-10 mins

Developing Your Creative Practice					2. Personal Development Plan (PDP) Presentation (30%) - week 15 10 mins	Task 1: Practical Performance (70%) - week 13 40-45 mins
Collaboration				1: Collab Project (100%) Week 30		
Acting Techniques in Performance - Screen & Stage			1. Rehearsal Process (40%) - week 29			2. Performance (60%) week 30 40 mins

Level 6

Module Titles	Report	Practical Demonstration	E-Portfolio	Presentation	Performance	Interview
The Commercial Actor			2. Digital Portfolio of Performances (50%) - week 15 10-15 mins	1. Presentation (50%) - 15 mins week 9		

Developing Your Performance Pathway				2. Reflective Presentation (40%) - week 29 15-20 mins	1. Live Performance (60%) 20-25 mins Week 27	
Performance Showcase		1. Rehearsal: demonstration of skills (40%) - week 30			2. Public Showcase Performance: application of skills (60%) - week 30	
Self-producing Project	1: Written Project Proposal (60%) - week 11 6000 words		2: Supporting Documents (40%) - week 14			

Map Subject Benchmarks to Programme and Module Learning Outcomes

Review your QAA Subject Benchmark and cross reference this to modules within your programme and identify where subject benchmarks are being achieved throughout the programme.

Subject Benchmark Area					
Threshold Level	Module & Learning Outcomes	Typical Level	Module & Learning Outcomes	Excellent Level	Module & Learning Outcomes
Demonstrates a basic understanding of key performance forms, conventions, and traditions, showing an ability to reproduce standard practices with tutor support.	Screen Acting Fundamentals, Stage Acting Fundamentals (C1, C3, P1, K1)	Demonstrates consistent application of key techniques, with emerging ability to analyse how traditions and practices inform performance choices.	Acting Techniques in Performance: Screen & Stage, Character Creation: Voice & Movement in Digital Performance (C2, P2, P4, P3)	Sophisticated engagement with, and ability to interrogate, the forms, practices, techniques, traditions, histories and applications of Performance	Performance Showcase (P1, C2, P4, T1)
Demonstrates awareness of performance processes and components such as rehearsal, production, and documentation, with limited independence.	Voice & Movement in Practice (P1, P3)	Demonstrates effective engagement with creative and production processes, showing reflective understanding of how performance is managed and realised.	Developing Your Creative Practice (P3, P5, C1)	Creative and critical engagement with the key components of Performance and the processes by which it is created, realised, managed, distributed and documented	Performance Showcase (P1, C2, P4, T1)
Demonstrates emerging awareness of key theories and	Acting Techniques in Performance:	Applies theoretical frameworks to the analysis of acting techniques	Character Creation: Voice & Movement in Digital	Knowledge of critical and theoretical perspectives	Self-Producing Project (K1, K2)

approaches relevant to performance.	Screen & Stage (K1, C1)	and performance practices with growing critical insight.	Performance (K1, C3)	appropriate to the study of the discipline	
Identifies key practitioners and contextual influences relevant to acting and performance.	Screen Acting Fundamentals, Stage Acting Fundamentals (C1, K1)	Demonstrates understanding of the relationship between practitioners' techniques and cultural or historical contexts.	Acting Techniques in Performance: Screen & Stage (C1, K1)	Knowledge of practitioners and practices, and/or theorists, and their cultural and/or historical contexts	The Commercial Actor (C1, K2)
Demonstrates ability to interpret and perform from simple texts or media under guidance.	Voice & Movement in Practice (P1, C2)	Engages effectively with complex texts or scores to create coherent and contextually aware performances.	Developing Your Creative Practice (C2, P3)	Sophisticated understanding of how to engage with and interpret texts, media, dance notations and/or scores to create performance	Performance Showcase (C2, P4)
Participates effectively in group activities, demonstrating cooperation and communication.	Collaboration (P1, T1)	Collaborates productively within ensembles, showing awareness of roles and responsibilities in creative processes.	Developing Your Creative Practice (T1, P3)	Sophisticated critical understanding and application of group processes	Performance Showcase (T1, P1)
Demonstrates understanding of key performance elements and their relationship to meaning-making.	Screen Acting Fundamentals (C1, K1)	Integrates voice, body, and space creatively to generate expressive performance outcomes.	Character Creation: Voice & Movement in Digital Performance (C2, P2)	Sophisticated critical understanding of key components of Performance within the disciplines (e.g., source materials, performers, body, space, sound, text, movement, environment)	Performance Showcase (C2, P4)
Demonstrates basic awareness of interdisciplinary approaches.	Actor Toolbox 3 (C1, P2)	Applies interdisciplinary collaboration to enhance creative output and understanding.	Collaboration (P3, T1)	Creative and critical understanding of appropriate interdisciplinary elements of Performance and how to apply knowledge, practices, concepts and skills from other disciplines	Self-Producing Project (P2, T3)

Demonstrates awareness of the relationship between performer, space, and audience.	Acting Techniques for Screen & Stage (C3, P4)	Adapts spatial understanding in performance, showing creative response to performance environments.	Developing Your Creative Practice (P3, C2)	Investigate performance environments to determine the significance of spatial relationships	Performance Showcase (P4, C2)
Demonstrates basic competence in performance and production skills.	Voice & Movement in Practice (C2, P1)	Selects and refines skills effectively to support performance aims and stylistic requirements.	Developing Your Creative Practice (C2, P3)	Engage creatively and critically with the skills and processes of performance and production, and demonstrate the ability to select, refine and present these in Performance	Performance Showcase (C2, P4, P5)
Conducts guided research on selected performance topics or practitioners.	Stage Acting Fundamentals (C3, P1)	Conducts independent research that informs creative and theoretical development.	Acting Techniques in Performance: Screen & Stage (C2, P4)	Performance, through a developed and thorough understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods	Performance Showcase (C2, P4)
Demonstrates basic organisational and reflective skills in managing tasks.	Voice & Movement in Practice (C2, P1)	Demonstrates consistent time management and responsibility for personal learning.	Developing Your Creative Practice (C2, P3)	Engage critically and comprehensively with the processes of Performance and production, and demonstrate the ability to select, refine and present these in Performance	Performance Showcase (C2, P4)
Works cooperatively in group activities, contributing to shared outcomes.	Acting Techniques in Performance: Screen & Stage (C2, P4)	Demonstrates initiative and creativity in ensemble work and collaborative performance-making.	Character Creation: Voice & Movement in Digital Performance (C2, P4)	Engage creatively and thoroughly with the possibilities for Performance implied by a text, dance notation or score and, as appropriate, realise these sources sensitively through design and performance, leading to novel or original work	Performance Showcase (C2, P4, T1)

Demonstrates awareness of professional conduct and collaboration.	Self-Producing Project (K1, K2, P5)	Responds constructively to feedback and interpersonal dynamics within creative work.	Developing Your Creative Practice (P5, C1)	Demonstrate skills in self-management, including the ability to set goals, manage workloads and meet deadlines	The Commercial Actor (K2, P5, C3)
Uses directed sources to inform research and performance preparation.	Voice & Movement in Practice (P1, P3)	Demonstrates independent research and effective synthesis of relevant materials.	Collaboration (P2, T1)	Demonstrate a developed capacity to examine and evaluate forms of discourse and their effects on representation and reception in the arts and culture more broadly	Industry Performance Showcase (P1, T1)

Level 4 / BA Acting Year 1			
Semester 1.	<p>Movement & Voice in Practice (20 Credits)</p> <p>Task 1: Digital Demonstration Portfolio (70%) Task 2: Reflective interview (30%)</p>	<p>The Creative Professional (20 Credits)</p> <p>Task 1. Presentation (50%) Task 2. Skills Audit (50%)</p>	<p>Stage Acting Fundamentals(20 credits)</p> <p>Task 1: Workshop demonstrations (70%) Task 2: Written reflection (30%)</p>
Semester 2.	<p>Voice & Movement in Performance (40 Credits)</p> <p>1. Presentation of documented learning (30%) 2. Performance (70%)</p>	<p>Screen Acting Fundamentals (20 Credits)</p> <p>1: Workshop Demonstrations (70%) 2. Reflective Interview (30%)</p>	

Level 5 / BA Acting Year 2		
Semester 1.	<p>Developing Your Creative Practice (40 credits)</p> <p>Task 1: Presentation: personal development plan (30%)</p> <p>Task 2: Performance demonstrations (70%)</p>	<p>Collaboration (20 credits)</p> <p>Practical (100%)</p>
Semester 2.	<p>Character Creation: Voice & Movement in Digital Performance (20 Credits)</p> <p>Task 1: Digital character performance (50%)</p> <p>Task 2: Reflective portfolio (50%)</p>	<p>Acting Techniques in Performance: Screen & Stage (40 credits)</p> <p>Task 1: Demonstration of skills in rehearsal (50%)</p> <p>Task 2: Application of skills in performance (50%)</p>

Level 6 / BA Year 3		
Semester 1	<p>Self-Producing Project (40 credits)</p> <p>Task 1: Written project proposal</p>	<p>The Commercial Actor (20 credits)</p>

	Task 2: Supporting documents	1: Presentation (30%) 2: Digital portfolio (70%)
Semester 2	<p>Developing Your Performance Pathway (20 credits)</p> <p>Task 1: Live studio performance (60%)</p> <p>Task 2: CV & reflective interview (40%)</p>	<p>Performance Showcase (40 credits)</p> <p>Task 1: Rehearsal: demonstration of skills (40%)</p> <p>Task 2: Performance: application of skills (60%)</p>