

# ActorBank Academy

## Online Role-play for Actors

# MODULE GUIDE

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### 1) Aims and Learning Outcomes

To develop practical skills in, and theoretical understanding of, remote via-video actor role-play.

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### 2) Summary Module Description

This module will equip students with both the practical acting skills required to be a successful role-player, as well as the technical understanding of completing this work remotely, via-video.

This module, delivered entirely online, equips actors with the skill set required for both online and face-to-face role-play work.

By the end of the module, they will be able to effectively prepare and deliver a variety of bespoke role-play scenarios for corporate and private clients. They will gain a full understanding of their multifaceted role within role-play; as host, as facilitator and as actor.

Actor as Role-player:

- Empathy
- Advanced character skills
- Improvisation for role-play
- Scenario preparation

Actor as Host:

- Remote lighting training
- Remote audio/visual training
- Bespoke Video Platform Training - Zoom, Skype, Sesui
- Client care

Actor as Facilitator:

- Feedback skills
  - Body language and active listening
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### 3) Employability Skills

- Practical role-play training for a multi-million pound industry
- Technical training, to successfully work from home
- Confidently employing an actor's craft in digital mediums

## 4) Learning Outcomes

- Deliver role-play via video successfully for the benefit of the client
- Be able to improvise a well-researched character and scenario
- Handle video technology confidently

## 5) Assessments

- Final exam. Students are sent a scenario and asked to prepare a character, then run a full via-video session with mock-client
- Short written assessment on the Actor as Role-player
- Recorded assessments demonstrating competency of video technology

## 6) Common Assessment Criteria

| (1 <sup>st</sup> ) 85-100%  | (1st) 70-84%  | (2:1) 60-69%  | (2:2) 50-59%  | (3rd) 40-49%   | Fail 30-39%  | Fail 0-29%   |
|---|---|---|---|--|--|--|
| OUTSTANDING   | EXCELLENT   | VERY GOOD   | COMPETENT   | ADEQUATE   | MARGINAL FAIL  | FAIL   |
| Achieved the required learning outcomes   | Achieved the required learning outcomes   | Achieved the required learning outcomes   | Achieved the required learning outcomes   | Achieved the required learning outcomes with a minimally adequate response.  | The student has <b>Failed</b> to achieve the required learning outcomes.   | The student has <b>Failed</b> to achieve the required learning outcomes.   |
| Subject knowledge and skills  | Subject knowledge and skills  | Subject knowledge and skills  | Subject knowledge and skills  | Subject knowledge and skills   | Subject knowledge and skills   | Subject knowledge and skills   |
| <b>PROCESS</b><br>The student demonstrates <b>outstanding</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>excellent</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>very good</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>competent</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>adequate</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>some</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. | <b>PROCESS</b><br>The student demonstrates <b>little or no</b> ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity. |
| Generic and graduate skills   | Generic and graduate skills   | Generic and graduate skills   | Generic and graduate skills   | Generic and graduate skills  | Generic and graduate skills  | Generic and graduate skills  |
| <b>COLLABORATION</b> :<br>The student demonstrates <b>outstanding</b> (multi-disciplinary) team working.  | <b>COLLABORATION:</b><br>The student demonstrates <b>excellent</b> (multi-disciplinary) team working.   | <b>COLLABORATION:</b><br>The student demonstrates <b>very good</b> (multi-disciplinary) team working.   | <b>COLLABORATION:</b><br>The student demonstrates <b>competent</b> (multi-disciplinary) team working.   | <b>COLLABORATION:</b><br>The student demonstrates <b>adequate</b> (multi-disciplinary) team working.   | <b>COLLABORATION:</b><br>The student demonstrates <b>some</b> (multi-disciplinary) team working.   | <b>COLLABORATION:</b><br>The student demonstrates <b>little or no</b> (multi-disciplinary) team working.   |

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## 7) Module Outline

Actor as Role-player:

- Empathy
- Advanced character skills
- Improvisation for role-play
- Scenario sheet and preparation

Actor as Host:

- Remote lighting training
- Remote audio/visual training
- Bespoke Video Platform Training - Zoom, Skype, Sesui
- Client care

Actor as Facilitator:

- Feedback skills
- Body language and active listening

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## 8) Learning Methods, Terms and Resources

- Self study: Using online resources and assessment resourced
  - Experiential Learning: Live Role-play sessions with professional actors
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# ActorBank ACADEMY

## ActorBank Academy Website

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