

Overview

Programme Code	36074
Programme Title	Acting
Awarding Institution	Liverpool John Moores University
Programme Type	Level 3/4/5 Qualification
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Lauren Hall

Partner Name	Partnership Type
Liverpool Institute for Performing Arts	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Foundation Certificate - FC	See Learning Outcomes Below

Alternate Award Names	
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External Benchmarks

Subject Benchmark Statement	UG-Dance, Drama and Performance (2019)
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	September	Liverpool Institute for Performing Arts	1 Years

Aims and Outcomes

Educational Aims of the Programme

1. Develop the student's understanding and realisation of performance traditions, performing arts perspectives and texts via practitioner approaches 2. Develop the student's ability to assimilate research and employ subject vocabularies, considering apposite communication and presentational skills 3. Develop the student's collaborative and interdisciplinary skills, integrating acting, movement and voice 4. Develop the student's professional preparation, organisational and independent research skills

Learning Outcomes

Code	Description
PLO1	Summarise a range of performance perspectives, identifying their suitability
PLO2	Define collaborative working methods in group project work
PLO3	Understand interdisciplinary skills, their integration and recreation in performance
PLO4	Recognise personal issues that may arise in collaborative creation, and identify practical solutions
PLO5	Describe areas requiring personal organisation, progression and necessary professional preparations
PLO6	Summarise skills to retrieve and organise information, identifying independent research techniques
PLO7	Locate technological and digital resources relevant for self-promotion
PLO8	Understand historical performance traditions and techniques.
PLO9	Interpret texts in order to realise performance
PLO10	Recognise practitioner approaches and their contextual application
PLO11	Recognise the relevance of practitioner techniques and vocabularies
PLO12	Identify skills necessary to explain, argument and reason
PLO13	Assimilate independent research in response to current performance practices
PLO14	Identify appropriate presentation and communication skills
PLO15	Demonstrate psychological, physical and vocal performance techniques
PLO16	Recognise the relationship between theory and practice

Programme Structure

Programme Structure Description

Student must complete and pass all modules within the programme to receive the award.

Structure - 120 credit points	
Level 3 Core - 120 credit points	CORE
[MODULE] 3550LPAFA The Actor's Preparation: Acting I Approved 2022.01 - 20 credit points	
[MODULE] 3551LPAFA The Actor's Preparation: Acting II Approved 2022.01 - 20 credit points	
[MODULE] 3552LPAFA The Actor's Preparation: Movement Approved 2022.01 - 20 credit points	
[MODULE] 3553LPAFA The Actor's Preparation: Voice Approved 2022.01 - 20 credit points	
[MODULE] 3554LPAFA The Actor's Preparation: Performance Project Approved 2022.01 - 20 credit points	
[MODULE] 3555LPAFA The Actor's Preparation: Personal Development Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

The purpose of our foundation certificate courses is entry to the performing arts professions or further learning. All assessment is underpinned by a central pedagogy of deliberate practice, project based learning and critical, personal reflection. As such students are asked to demonstrate skill development, an ability to apply those skills in complex situations and forward plan based upon informed analysis. Transferability and universality of approaches; where possible this set of connections is encouraged as a progressive ethos across the suite of Acting levels, rather than isolated within modules. This holistic sense of the curriculum is important given our attention to key attributes considered as part of the admissions process. Assessment strategies have been determined according to the demands of each particular learning outcome, capturing the broadest yet most appropriate method of assessment to best fulfil the potential of the student. The structure of the curriculum allows for self-directed learning alongside project based professional simulations or actual professional placements.

Opportunities for work related learning

This is a one-year intense programme with high levels of staff contact and as such there are not the opportunities for formal credit bearing work placement activities. However, despite its introductory nature the programme is designed to provide the student with insight into the performing arts as a profession as well as a creative practice. Wherever appropriate, professional employment working practices are adopted, particularly in the performance modules. The practical performance skills development modules are supported by modules which explore and develop the students understanding of the performing arts as an industry. As a result successful students will complete the programme not only with creative skills but with a broad understanding of how to begin the process of finding and sustaining viable employment.

Entry Requirements

Type	Description
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A levels	Acceptance upon the programme is by audition/interview only. Candidates are invited to audition/interview on the basis of completing the LIPA application form and an assessment based upon five equally weighted criteria (school/college leavers will normally be expected to have achieved a minimum of 64 UCAS tariff points from a minimum of two A levels excluding General Studies and five grade C GCSE passes which should include Maths and English Language).
BTECs	An appropriate BTEC National Diploma with a good standing including Merit and Distinction passes in appropriate units.
Alternative qualifications considered	<p>Experience (professional, semi-professional, amateur or voluntary). Communication skills (literacy and analysis). Enterprise (independence, initiative, self-generated activity). Interdisciplinary (interest, knowledge and ability in other art forms). Audition format includes introduction to LIPA and a practical workshop. The Foundation nature of the programme means that the programme recruitment team may take on students who have not achieved the threshold criteria in certain areas if they have demonstrated greater achievement in others. The threshold criteria may be varied if the student can demonstrate, through other means, their capacity to successfully take advantage of the programme. As such the programme admissions criteria will be of particular benefit to those from non-traditional backgrounds, or who may have had, or have, circumstances or disabilities which hindered their attainment of traditional qualifications. This statement should be seen in the context of the Equal Opportunity statement below.</p> <p>Equal Opportunity LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds. To ensure effective equality of opportunity within the application process it is subject to regular audit which monitors applicant/student characteristics such as age, gender and ethnicity. Disabled students are also welcomed. All disabled applicants, who meet the minimum entry requirements will be offered an interview/audition. When the need is known in advance, reasonable adjustments to the interview/audition process will be made to ensure equality of access. When the applicant is successful at interview/audition and when reasonable adjustment(s) can be made to the programme to accommodate the applicant a place will be offered.</p> <p>RP(E)L and Credit Transfers The introductory nature of this programme means that RP(E)L and Credit transfers are not applicable.</p>

Extra Entry Requirements