

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Acting

Awarding institution	Liverpool John Moores University
Teaching institution	Institute of the Arts Barcelona
JACS Code	W410
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance, Drama and Performance (2007)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Acting Diploma of Higher Education in Acting Certificate of Higher Education in Acting
Link Tutor	Andrew Sherlock

Educational aims of the programme

The programme aims to:

- Provide its graduates with the creative, technical and professional skills, knowledge and understanding to gain and sustain employment as an actor in live and recorded arts.
- Provide its graduates with a comprehensive understanding of the key concepts, ideas and theories which impact upon and underpin theatre arts practice.
- Develop in its graduates an understanding of the social, political and cultural implications of theatre practice and an awareness of their potential role in this.
- Encourage its graduates to adopt entrepreneurial approaches to their future professional careers.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a recognition and understanding of their own individual processes as an actor, and the future potential strategies for their development.

Demonstrate a practical understanding of their own voice and a growing awareness of the strategies for its use as an actor

Demonstrate a practical understanding of their body and its capacity to express ideas and support the actor's imagination.

Demonstrate a broad understanding of performing arts as both a creative / social, and commercial / economic practice, and the implications these factors have for a professional performer

Demonstrate a broad understanding of a range of creative and theoretical concepts and ideas, which underpin and inform performing arts practice.

Demonstrate the ability to undertake guided research and utilise a range of critical and analytical skills in constructing ideas and thoughts.

Demonstrate the ability to work effectively and collaboratively as part of their peer group.

Demonstrate growing understanding of professional working practices, ethics and a broad understanding of their use in the creation of theatrical performances.

Recognise and use a range of transferable skills appropriate for working as a student as well as gaining and maintaining employment.

Engage with employability skills by the completion of a self awareness statement

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a developed understanding of their own individual processes as an actor and the growing ability apply them to increasingly diverse material, contexts and roles (including acting for screen).

Demonstrate a growing mastery of the technical, creative, sustainable and expressive skills of Voice and Movement in the realisation of a character in performance.

Demonstrate a clear understanding of acting and the performing arts as both, a creative / social, and commercial / economic practice; and of their own potential within it.

Demonstrate knowledge and understanding of the key creative and theoretical concepts and ideas, which underpin and inform acting for the contemporary performer.

Demonstrate the ability to undertake independent and guided research and to start developing critical and analytical skills in constructing ideas and thoughts.

Demonstrate the ability to work effectively and collaboratively within a range of creative teams and projects.

Demonstrate professional working practices and ethics and a growing understanding of their application in the creation of theatrical and screen based performances.

Develop a range of graduate level transferable skills appropriate for gaining and maintaining employment in a variety of settings.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate a knowledge and understanding of the key processes and practices by which acting and performance is realised and managed
2. Utilise key practices and strategies for the reading, analysis and exploration of performance texts
3. Demonstrate a knowledge and understanding of the interplay between the actor's conscious and subconscious resources in the realisation of performance.
4. Appreciate the contextually/ theoretically informed reading of written texts and notations and of how to effect transitions from page to stage or screen.
5. Understand group and collaborative processes in the creation of work and the interdisciplinary nature of performing arts.
6. Demonstrate knowledge and an understanding of the interplay between practice and theory in preparation for sustained professional practice.
7. Evaluate key political, economic, social, cultural and technological factors, which may impact on the production and reception of performing arts.
8. Demonstrate a knowledge and understanding of professional structures and practices within the creative industries including entrepreneurship.
9. Demonstrate the ability to develop ideas and construct arguments with the capacity to articulate them clearly in different modes and apply them to practical contexts.
10. Demonstrate an awareness of interdisciplinary approaches and the capacity to engage and independently apply different theories and systems of knowledge.
11. Demonstrate the ability to research, organise and synthesise material independently and to critically evaluate its significance
12. Apply a personal and comprehensive acting technique in rehearsal and performance.
13. Demonstrate a range of effective physical and vocal skills appropriate to professional performance in a range of live and mediated contexts.
14. Independently and/ or collaboratively identify and realise the performance possibilities in a script, score or other performance source.
15. Work collaboratively in the realisation of a range of performance texts or scores, both live and recorded.
16. Engage in professional research, whether independently, in a group or performance-based.

17. Identify and interpret a range of contextual and historical factors affecting performance.
18. Identify and use the necessary structures framing professional engagement in the performing arts economies.
19. Apply personal knowledge of employment, self-employment and enterprise in the maintenance of a career as an actor in the performing arts.
20. Work and think critically, analytically and reflexively.
21. Utilise creative and imaginative skills
22. Communicate effectively with a wide range of individuals using a variety of means (oral, visual, written).
23. Evaluate personal, academic and professional skills and performance.
24. Independently/ interdependently utilise problem-solving skills in a variety of theoretical and practical situations.
25. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
26. Effectively perform within a team environment including: leadership, team building, influencing and project managing skills.
27. Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation.
28. Understand career opportunities HE progression opportunities and challenges ahead and plan a career/education path.
29. Use generic ICT systems and tools to communicate, evaluate and present information.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching and Learning for Knowledge and Understanding

The development of knowledge and understanding is through a combination of practical workshops, lectures, seminars, one-to one tutorials, independent and guided research projects and directed performance projects. Some elements of the teaching are delivered through modules that are shared with students from other disciplines, thus developing a collaborative approach. The curriculum is supplemented by opportunities for students to work independently outside the curriculum, using the IAB resources. Visiting professionals and specialists will provide students with a major contribution to their learning opportunities.

Assessment of Knowledge and Understanding

Assessment (summative and formative) is through a combination of continuous class assessment, formal and informal presentations, in house and public performances, formal and informal studio presentations, written analyses, reports, and formal essays.

In practical work at Level 4, the emphasis of assessment is on process and the presentation of studio / class based activities. At Level 5, the emphasis begins a shift towards production/products whilst still acknowledging the value of the process in assessment weightings. At Level 6, the emphasis shifts to public performance supported by follow-up written or oral presentations as appropriate.

Teaching and Learning for Intellectual Skills

Acquisition of intellectual skill is through a combination of lectures, small group teaching, practical classes, workshops, and performance projects at all levels. All modules, whatever their nature, involve discussion of key issues, the development of the idea of the reflective practitioner, the practice of applying concepts /theories to practical performances contexts

Assessment of Intellectual Skills

Intellectual skills are assessed through presentations (oral and or written/ electronic), formal written submissions and their application in practical creative work. At Level 6 all learners will engage in a self-devised / and directed research project

Teaching and Learning for Professional and Practical Skills

The acquisition of professional practical skills is through a combination of small group teaching, practical classes, workshops, and directed production projects at all levels. The emphasis on acquisition of these skills is that of learning by doing - experiential engagement and activity. As the student progresses through the levels of the programme they s/he acquire greater learning autonomy. The support provided by the staff will shift from structured teaching to student centred learning facilitation.

Assessment of Professional and Practical Skills

Skills are assessed through a range of methods appropriate to the task and will include presentations, performances, essays, portfolio, evaluations, observations and oral examinations

Teaching and Learning for Transferable and Key skills

It is an accepted principle that the very nature of rehearsal, preparation and practice for performer includes most aspects of the broader transferable skills noted above on a regular basis.

Acquisition of skills 1-9 is through a combination of combination of lectures, seminars, small group teaching, practical classes, workshops, tutorials and directed production projects in Levels 5 and 6.

Skill 10 is particularly, though not exclusively, embedded in the self-directed learning activity of the Professional Studies modules at each level.

Assessment of Transferable and key skills

Effective communication of ideas is an important criterion in assessment of these areas of a learner's work, whether in written work, practical work, or through performance; Regular formative feedback as well as summative assessment reflect this acknowledgement. Skills 1-10 are assessed by coursework, formal presentations, studio presentations, formal public and in-house performances, collaborative projects and written assignments as appropriate to each module.

Programme structure - programme rules and modules

The programme operates within the University academic framework (see below)

The programme is offered over three academic years in full-time mode. The programme commences in September and runs through to early June. The programme has no options or electives

An alternative award of Diploma of Higher Education in Acting will be offered to students who do not achieve a pass in, or do not attempt, the final 120 credits but have gained 240 credits at levels 4 and 5.

An alternative award of Certificate of Higher Education in Acting will be offered to students who have gained 120 credits at level 4.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6501IABACT Acting Technique - Movement (20 credits) 6502IABACT Acting Technique - Voice (20 credits) 6503IABACT The Acting Company (40 credits) 6563IAB Research Project (20 credits) 6571IAB Professional Preparation (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501IABACT Acting Technique C (20 credits) 5502IABACT Acting Technique D (20 credits) 5503IABACT Performance Project - Acting (20 credits) 5504IABACT The Actor's Body 2 (20 credits) 5505IABACT The Actor's Voice 2 (20 credits) 5567IAB Professional Studies 2 (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4501IABACT Acting Technique A (20 credits) 4502IABACT Acting Technique B (20 credits) 4503IABACT Text Analysis (20 credits)		120 core credits at level 4 0 option credits at level 4

4504IABACT The Actor's Body 1 (20 credits)		
4505IABACT The Actor's Voice 1 (20 credits)		
4567IAB Professional Studies 1 (20 credits)		

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

The IAB has an approved variance from the LJMU framework to deliver year-long modules.

Opportunities for work-related learning (location and nature of activities)

The programme is vocationally specific, designed especially to develop work-related learning.

The curriculum, learning environment and teaching and learning strategies employed on the programme are designed specifically to enhance and develop the student's employability.

Wherever possible, the projects developed on the programme reflect professional working practices and context.

Criteria for admission

A/AS Level

Minimum 260 Tariff points A/AS Level

BTEC National Diploma

Tariff points including Distinction and Merit

Irish Leaving Certificate

Minimum 260 points from 5 Higher Level subjects

Scottish Higher

Minimum 260 points

International Baccalaureate

Diploma - 24 points including 6 in English at Higher level

Other

After initial screening for potential academic achievement and language skills all

students will attend an interview/audition through which their skills, knowledge and ability, and capacity to complete the programme will be evaluated. (The Institute will, where appropriate, make all reasonable adjustments to accommodate those with registered disabilities both at the application process and on-programme).

1) Enthusiasm for, and commitment to the performing arts. This can be shown by the level of the applicants involvement in either professional, amateur or voluntary performance enterprises and/or their current or previous choice of study.

2) Technical and creative performance skills

As this programme is highly intensive and specifically designed to lead to professional performance practice at the highest level, applicants should be able to demonstrate substantial prior performance achievements in acting. It is expected that students joining the programme should be able to demonstrate basic professional level performance skills within one year of study. Students will be expected to have a comprehensive understanding and knowledge of English as the genre of musical theatre is delivered in English.

These skills can also be evidenced by the demonstration of skills equivalent to those required for attainment at Distinction level in NQF level 3 qualifications from specialist awarding bodies such as (but not limited to) Trinity Guildhall, LAMDA, ISTD and the RAD).

3) Academic and intellectual capacity to successfully take advantage of the programme. This will normally be demonstrated through academic achievement in formal qualification (See below).

4) Prior academic attainment

The programme does not specify specific academic qualification (see point 1 above) as part of its entry requirement. However the threshold level of prior academic achievement is detailed below.

Overseas qualifications

PAAU (Prueba acceso a la Universidad) (Spanish)

Pass

Where English is not a first language, an IELTS score of 6.5 must be achieved.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners

- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.