

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Acting

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
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 2015
Programme accredited by	CDMT (Council for Dance, Drama and Musical Theatre)
Description of accreditation	Liverpool Institute for Performing Arts (LIPA) (Acting) is accredited by the CDMT (Council for Dance, Drama and Musical Theatre).
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	Teri Howson-Griffiths

Educational aims of the programme

The programme intends to contribute to the education of actors, and its associated disciplines, through effective, coherent and innovative training that equips graduates as artistic creatives who, in addition to traditional practical skills, develop an ability to utilise practitioner techniques and theoretical insights to critically analyse performance material whilst developing a unique independent methodology and business acumen in order to maximise the utilities of their skillset. Our programme aims to:

- i. Facilitate graduates to obtain employment as versatile actors across performance platforms and contexts
- ii. Develop in students an independent and unique autonomy in technical and practical processes
- iii. Utilise student engagement through employment initiatives within the creative industries, including self-employment and entrepreneurial frameworks
- iv. Advance in students an appreciation and understanding of cultural, social, political and economic perspectives in performance

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

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

Articulate and employ technical processes by which the actor may create and build character, analyse text, collaborate and improvise

Recognise the physiological components of a healthy voice and body and their connection to the imaginative work of the actor

Read, analyse, and recognise dramatic texts as a blueprint for performance

Recognise wider cultural contexts in the analysis and realisation of dramatic texts

Undertake research in order to realise dramatic text and its conceptual potential

Demonstrate an understanding of the core principles of acting disciplines in the creation of performance

Develop an understanding of key working practices and personal attitudes necessary for sustained work as an actor

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

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

Apply a range of technical processes in order to create character within varying and challenging styles, genres and differing performance platforms

Demonstrate an amalgamation of physical and vocal principles in synthesis

Develop a burgeoning independent methodology through creative application of the actor's process and techniques in performance projects

Articulate critically informed approaches to contemporary performance and acting practices

Undertake independent research in support of performance and practice

Identify aspects of professional development, analysis and employment potential within sector contexts

Employ inter-disciplinary proficiencies in the forging of an additional discipline skillset

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. Synthesise and evaluate historical performance traditions and techniques applied to contemporary arts practice
2. Critically assess aesthetic, cultural and theoretical perspectives in emergent performance practice
3. Evaluate textual interpretations and practitioner readings, and integrate into performance
4. Deconstruct practitioner approaches, synthesising cultural and historical influences
5. Critically examine complex interrelationships between live/recorded media and evaluate its significance in practice
6. Evaluate the creation of performance, isolating working methods, technical approaches and concepts
7. Formulate original ideas, negotiating an argument and appropriate means of dissemination
8. Implement an independent critical research investigation in order to create an original new work
9. Synthesise cultural ideologies and contextual frameworks in performance works, evaluating their impact of on future events
10. Critically examine forms of discourse and their impact on spectators in performance
11. Critique and select appropriate and creative psychological, physical and vocal performance processes
12. Synthesise the management of a performance event and evaluate the effectiveness of key techniques and components in its creation
13. Integrate imaginative collaborative practices within ensemble and group performance work, evaluating the effectiveness of these techniques
14. Evaluate the practical application of theoretical concepts in performance, and the effect of this integration in practice
15. Produce advanced creative interdisciplinary collaborations within conceptual frameworks
16. Synthesise a range of approaches to achieve successful professional relationships, and evaluate techniques to solve creative collaborative issues
17. Measure and rise to challenging, professional working contexts; setting complex goals and targets; collaborating when appropriate to negotiate positive outcomes
18. Assess responsibilities as a performance practitioner in a working environment, synthesising risk factors for participants and ethical considerations
19. Develop research skills, synthesising and organising results, and evaluate the significance of the material in practice
20. Create, advance and evaluate an informed application of technology and digital media skills to enhance industry profile

Teaching, Learning and Assessment

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

Acquisition of learning outcomes 1-5 is through a combination of lectures, small group teaching and practical classes, workshops. Directed production projects, and additional contributions from visiting professionals, specialists and external professionals, enhance the delivery of outcomes 3 and 4 in particular.

Cross-modular links connect theory and practice, as well as inter-disciplinary collaboration across the curriculum, supplemented also by opportunities for students to work independently outside the curriculum on self-directed production projects facilitated by the Independent Study Board, (ISB). The learner is encouraged to undertake independent research to supplement and consolidate what is taught, to broaden knowledge and understanding of the subject area.

Programme Outcomes 1-5 are developed progressively at Levels 4 and 5.

All modules are supported by additional resources on Moodle (our Virtual Learning Environment).

Assessment (both formative and summative) is through a combination of continuous class assessment, formal and informal presentations, in-house and public performances, formal and informal studio presentations, written analyses and/or logbooks, portfolios and formal essays.

Within the practical elements of the programme at Level 4, emphasis of assessment is predominately weighted towards the technique and presentation elements of classes and rehearsals. At Level 5, the emphasis begins a shift, amalgamating technique and process, with focus on performance toward the end of the teaching year. At Level 6, the emphasis develops to focus primarily on performance or product, supported by follow-up written or oral presentations and evaluations as appropriate.

An assessment matrix for the programme as a whole is provided to students in the Programme Guide.

Intellectual skills are developed through the acquisition of outcomes 1-5 in a combination of lectures, small group teaching, practical classes, workshops, and directed production projects at Levels 4-6.

Theory and practice are integrated to inform a cogent and coherent understanding of the intellectual properties of performance works, practitioners, philosophies and critical theories.

Each module involves discussion of key issues concerning the practical engagement with concepts of acting and performance in practical rehearsal/performance, analysis and interpretation of source material, written work or oral presentation and individual feedback.

Outcomes 1-5 are assessed on the learner's ability to demonstrate skills through the production of coherent through oral, written and electronic presentation, as well as formal written submissions. At Level 6 all learners will engage in a formalised extended independent research project as part of Cultural Perspectives III as a vehicle for the demonstration of acquired skills. The acquisition of these skills will be demonstrated by students severally if not collectively.

An assessment matrix for the programme as a whole is provided to students in the Programme Guide.

Acquisition of outcomes 1-5 is through a combination of small group teaching, practical classes, workshops, and directed production projects in Levels 4-6.

Given the vocational nature of the programme, the emphasis in achievement of these skills is that of kinaesthetic, experiential engagement and activity.

Attainment of 5 is through inter-disciplinary, independent research demanding the application of practice in applying theoretical approaches, concepts and methods either in writing or in practical rehearsal/performance/product.

Continuous analysis and interpretation of source material, including individual feedback, runs throughout the programme, as well as self-directed, group and individual study.

Projects facilitated by the Independent Study Board, (ISB) further contribute to the development and application of these practical skills as part of an independent methodology.

Skills are assessed through a combination of continuous coursework, in-house presentations and public performances. Outcomes 1 and 4 are assessed in coursework and presentations, including ongoing verbal discourse as necessary.

An assessment matrix for the programme as a whole is provided to students in the Programme Guide.

Acquisition of skills 1-5 is through a combination of combination of lectures, seminars, small group teaching, practical classes, workshops, tutorials and directed production projects in Levels 4-6.

Outcomes 1-3 are acquired through cross-modular collaborative rehearsal/production projects, with skills 3 and 4 achieved in independent research projects.

Skills in powers of expression, inter-personal and professional working relationships are gained in 1 and 2, with organisational skills and time-management (including management of conflicting pressures and deadlines) integrated. Skill 3 is assessed through independent and inter-disciplinary projects. Skills 4 and 5 are developed at all Levels in reflective and evaluative written and oral work.

IT skills are largely developed through individual learning, project-realisation and self-promotional requirements in Professional Development.

Effective communication of ideas is an integral criterion in assessment of a learner's written and practical work,

or in performance. Ongoing formative and summative feedback reflects the exchange and acknowledgement of this as part of the assessment process.

Outcomes 1-5 are assessed by coursework, formal presentations, studio presentations, formal public and in-house performances, collaborative projects and written assignments as appropriate to each module.

An assessment matrix for the programme as a whole is provided to students in the Programme Guide.

Programme structure - programme rules and modules

The programme is studied over three years full-time. The programme is arranged in two semesters with skills classes continuing for all levels of study across the academic year. Two self-directed study weeks are built into terms both semesters to ensure that students can effectively engage with on-going assessment tasks and participate in industry-led activities.

The programme is divided into study units called modules. All modules are core, with options toward contextual or practical-based research projects at Level 6. This award allows notional-electives as part of core module Artistic Practice I, II and III.

A 20 credit module is indicative of totalling 200 hours' learning activity comprising student contact (lectures, workshops, seminars, tutorials, rehearsals, performance projects and supervision), course work preparation and private study. All learners take modules to the value of 120 credits each year/credit level. The appropriate module credits are awarded for the successful achievement of the learning outcomes for the module.

The full programme award, BA with Honours, is achieved upon the successful completion of 360 credits.

Bachelor of Arts with Honours, 360 credits

Alt exit awards are:

Diploma of Higher Education, 240 credits from Levels 4 and 5

Certificate of Higher Education, 120 credits from Level 4

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6517ACT The Actor's Performance: Production I (20 credits) 6518ACT The Actor's Performance: Production II (20 credits) 6519ACT The Actor's Performance: Production III (20 credits) 6520ACT Artistic Practice III (20 credits) 6523ACT The Professional III (20 credits)	6521ACT Cultural Perspectives III: Practical Project (Optional) (20 credits) 6522ACT Cultural Perspectives III: Contextual Project (Optional) (20 credits)	100 core credits at level 6 20 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5518ACT The Actor's Technique II: Advanced Acting (20 credits) 5519ACT The Actor's Technique II: Advanced Movement & Voice (20 credits) 5520ACT The Actor's Process: Project I (20 credits) 5521ACT The Actor's Process: Project II (20 credits) 5522ACT Artistic Practice II (20 credits) 5523ACT Cultural Perspectives II (10 credits) 5524ACT The Professional II (10 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500PD1 The Professional 1 (10)		120 core credits at level 4

credits) 4517ACT The Actor's Technique: Acting I (20 credits) 4518ACT The Actor's Technique: Acting II (20 credits) 4519ACT The Actor's Technique: Movement (20 credits) 4520ACT The Actors Technique: Voice (20 credits) 4521ACT Artistic Practice I (20 credits) 4522ACT Cultural Perspectives I (10 credits)		0 option credits at level 4
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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>

Variance to run year long modules at level 4, 5 and 6

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

The learning environment of the programme mirrors, where practicable, the environment an actor may expect to find in a real world employment context.

Students will present and perform at all levels of the programme.

Links between Professional Development and Artistic practice at all levels of study example a concerted focus on the integration of business and employment practices with creative, artistic products and ventures. This development of entrepreneurial skills, with the potential to include partnerships with external agencies and small-scale touring, in the creation of original new work enhances the skills, knowledge and abilities necessary for effective professional profiling, promotion and practice in such contexts.

The Actor's Process (Level 5, Semester 2) and The Actor's Performance at Level 6 presents students with the opportunity to collaborate with visiting professional directors, enhancing network contacts, with some performances scheduled at external venues. Furthermore, the Graduating Actor's Showcase is an enrichment of industry engagement, with London, Manchester and digital-online presentations of students' work to prominent agents, casting directors and industry professionals.

Criteria for admission

A/AS Level

We are committed to accepting students on to this course who have the potential to succeed as performers and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements.

The key attributes that we seek to identify are:

- Knowledge, ability and experience of acting
- Commitment to the performing arts
- Ability to work effectively with others
- Broad interest and engagement
- Self-awareness
- Spirit of enterprise

The minimum educational standard that we are looking for is:

GCSEs

We normally require a minimum of five GCSEs grade C. These should include Maths and English.

Plus a minimum of 64 UCAS tariff points (2017 tariff) or 160 UCAS tariff points (2016 tariff).

We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:

A/AS Level

This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills are not counted.

BTEC National Diploma

Extended Diploma (i.e. Merit, Pass, Pass profile).

BTEC Diploma (i.e. Merit, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points) across both qualifications.

90 Credit Diploma (Distinction, Merit). Acceptable on its own or can be combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points).

Irish Leaving Certificate

From 5 subjects at higher level.

Scottish Higher

From 5 subjects, 3 of which must be at an Advanced level.

International Baccalaureate

International Baccalaureate

Acceptable on its own and with other qualifications

Welsh Baccalaureate

Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.

Other

Audition or Interview

Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form.

We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes.

The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed.

At the audition we provide an overview of LIPA and candidates are asked to present prepared pieces, they also take part in a practical workshop. At a recall event, candidates are asked to bring a piece of written work, take part in workshops and present prepared pieces. They may also be asked interview questions. On occasions, we may combine all elements in to a single audition.

In exceptional cases an offer of a place may be made on the basis of the application form alone.

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 we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity.

Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers

If you can demonstrate that you have already achieved learning equivalent to a module or modules, or a level of study, in the programme then you may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution.

You will be required to complete an application to have your qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and you will proceed on to the appropriate level of the course to complete the remaining credit for the award.

Mature entry

We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in your chosen area of interest can be accepted instead of formal qualifications. You should make your experience clear in your application.

Overseas qualifications

We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course.

IELTS Score of 6 is required

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.