

## PROGRAMME SPECIFICATION

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### Foundation Certificate in Acting

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	Liverpool Institute for Performing Arts
<b>JACS Code</b>	W900
<b>Programme Duration</b>	Full-Time: 1 Year
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Subject benchmarking cognisant with QAA's Dance, Drama and Performance (2015) and levelled according to OFQUAL's Qualification and Component Levels (2015) for Level 3 provision, considering Bloom's Taxonomy (1956).
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Foundation Certificate in Acting
<b>Link Tutor</b>	Teri Howson-Griffiths

### 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

### Target award Learning Outcomes - Foundation Certificate

*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. Understand historical performance traditions and techniques.
2. Summarise a range of performance perspectives, identifying their suitability
3. Interpret texts in order to realise performance
4. Recognise practitioner approaches and their contextual application
5. Recognise the relevance of practitioner techniques and vocabularies
6. Identify skills necessary to explain, argument and reason
7. Assimilate independent research in response to current performance practices
8. Identify appropriate presentation and communication skills
9. Demonstrate psychological, physical and vocal performance techniques
10. Recognise the relationship between theory and practice
11. Define collaborative working methods in group project work
12. Understand interdisciplinary skills, their integration and recreation in performance

13. Recognise personal issues that may arise in collaborative creation, and identify practical solutions
14. Describe areas requiring personal organisation, progression and necessary professional preparations
15. Summarise skills to retrieve and organise information, identifying independent research techniques
16. Locate technological and digital resources relevant for self-promotion

## Teaching, Learning and Assessment

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

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.

## Programme structure - programme rules and modules

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

Level 3	Potential Awards on completion	Foundation Certificate
Core	Option	Award Requirements
3550LPFAFA The Actor's Preparation: Acting I (20 credits) 3551LPFAFA The Actor's Preparation: Acting II (20 credits) 3552LPFAFA The Actor's Preparation: Movement (20 credits) 3553LPFAFA The Actor's Preparation: Voice (20 credits) 3554LPFAFA The Actor's Preparation: Performance Project (20 credits) 3555LPFAFA The Actor's Preparation: Personal Development (20 credits)		120 core credits at level 3 0 option credits at level 3

## 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>

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

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.

## Criteria for admission

### A/AS Level

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).

### BTEC National Diploma

An appropriate BTEC National Diploma with a good standing including Merit and Distinction passes in appropriate units.

### Irish Leaving Certificate

Irish Learning Certificate - minimum of five passes at Grade C or above at Higher Level, Scottish Highers - minimum of two passes at Grade C, European Baccalaureate or International Baccalaureate - minimum 24 points. (Mature and overseas students considered on an individual basis).

### Other

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.

### 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.

### RP(E)L and Credit Transfers

The introductory nature of this programme means that RP(E)L and Credit transfers are not applicable.

## 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](http://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.*