

## PROGRAMME SPECIFICATION

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### Bachelor of Arts with Honours in Acting (Screen and Digital Media)

<b>Awarding institution</b>	LJMU
<b>Teaching institution</b>	Liverpool Institute for Performing Arts
<b>JACS Code</b>	W410
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	QAA Subject Benchmark Statements: Dance, Drama & Performance (July 2015) Communication, Media, Film and Cultural Studies (October 2016)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Acting (Screen and Digital Media)  Diploma of Higher Education in Acting (Screen and Digital Media)  Certificate of Higher Education in Acting (Screen and Digital Media)
<b>Link Tutor</b>	Eleanor Yule

### Educational aims of the programme

The programme intends to contribute to the education of actors, with a concentration on screen acting and emergent practice in recorded, digital and media technologies. This is an 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 in practice, content creation and emergent digital arenas. Our programme aims to:

- i. Facilitate graduates to obtain employment as versatile actors across screen and digital 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:*

Summarise and explain historical performance traditions and techniques across differing performance forms, including modes of media and technology

Identify a range of critical perspectives, outlining their significance in film and media technologies

Explain the interpretation of texts in order to realise performance their adaptation across differing performance mediums

Recognise practitioner approaches and review the contextual impact of their work  
 Outline the key components in live/recorded media and discuss their relationship  
 Articulate the contextualisation of practitioner techniques and vocabularies  
 Recognise and identify skills necessary to build a critically informed argument  
 Assimilate independent research in response to existing performance practices  
 Accumulate and summarise cultural ideologies and contextual frameworks evident in performance  
 Identify appropriate presentation and communication skills, articulating ideas in various forms  
 Review appropriate psychological, physical and vocal performance techniques  
 Identify key production processes required in film, media and creative authorship  
 Recognise collaborative working methods within group project work  
 Explain the relationship between theory and practical application in performance  
 Example understanding of interdisciplinary skills and their integration in performance  
 Recognise creative and personal issues that may arise in collaborative creation, and identify practical solutions  
 Discuss the organisation and management of self-directed projects identifying areas requiring personal progression  
 Identify personal risk and explain ethical considerations in working practice  
 Summarise skills necessary to assess, retrieve and organise information, identifying efficient independent research techniques  
 Explore and select technological and digital resources relevant for promotion and artistic creation

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

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

Distinguish and apply historical performance traditions and techniques across differing performance forms, including modes of media and technology  
 Examine a range of contrasting critical perspectives and explore their significance in film and media technologies  
 Analyse texts and practitioner readings in order to realise their adaptation across differing performance mediums  
 Critique practitioner approaches, cultural contexts and analyse artistic application  
 Appraise the effectiveness of appropriate components in live/recorded media, apply into practice  
 Examine necessary working methods, research theories and performance structures  
 Apply original, creative thinking in the development and presentation of critically engaged arguments  
 Employ independent research in critical response to existing performance practices  
 Compare and interpret cultural ideologies and contextual frameworks evident in performance  
 Example informed communication skills in appropriate forms and analyse audience engagement  
 Practise appropriate psychological, physical and vocal performance techniques  
 Analyse and apply key production processes required in film, media and creative authorship  
 Initiate effective collaborative working strategies and skills within group project work  
 Employ the realisation of theory through practical application in performance  
 Appraise the application of interdisciplinary skills and their integration in performance  
 Apply professionalism when dealing with interpersonal issues, and analyse the outcome of actions taken  
 Analyse industry demands and project workloads, formulate a strategy to develop professional independent practice  
 Examine production situations, determine risk factors for participants and apply ethical considerations in project planning for safe working  
 Utilise considered research methods, applying sourced information into appropriate forms  
 Employ and imaginatively adapt the utilisation of technological and digital resources in promotion and artistic creation

### **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 the evolution of historical performance forms and genres, aesthetic traditions and techniques applied to current arts practice and potential future developments
2. Critically assess aesthetic, cultural and theoretical perspectives in film and media technologies, recognising current developments in communication and technological change
3. Evaluate interconnected textual and contextual interpretations, practitioner readings and its adaptation across differing performance mediums
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 media, film and performance with reference to social, cultural and technological change
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 process of linking pre-production, production, post-production techniques and evaluate its reception
13. Integrate imaginative collaborative practices within group production 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 creative responsibilities in a working environment, synthesising ethical, regulatory and legal considerations
19. Develop research skills, synthesising and organising results, and evaluate established and emergent technologies
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 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.

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.

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.

Intellectual skills are developed through the 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. Small group teaching, practical classes, workshops, and directed production projects predominate in Level 5. 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.

Given the vocational nature of the programme, the emphasis in achievement of these skills is that of kinaesthetic, experiential engagement and activity, inter-disciplinary and 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. Skills are assessed through a combination of continuous coursework, in-house presentations and public performances. Skills in powers of expression, inter-personal and professional working relationships, organisational skills and time-management (including management of conflicting pressures and deadlines) are integrated across enterprise and practical modules. IT skills are largely developed through individual learning, project-realisation and self-promotional requirements in The Professional modules. 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 reflect the exchange and acknowledgement of this as part of the assessment process.

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

## Programme structure - programme rules and modules

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6501ASDM The Actor's Performance: Media Production I (20 credits) 6502ASDM The Actor's Performance: Media Production II (20 credits) 6503ASDM The Actor's Performance: Media Production III (20 credits) 6504ASDM Artistic Practice III (20 credits) 6507ASDM The Professional III (20 credits)	6505ASDM Cultural Perspectives III: Critical Project (20 credits) 6506ASDM Cultural Perspectives III: Practical Project (20 credits)	100 core credits at level 6 20 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501ASDM The Actor's Technique II: Advanced Acting (20 credits) 5502ASDM The Actor's Technique II: Advanced Movement & Voice (20 credits) 5503ASDM The Actor's Process: Acting for Camera II (20 credits) 5504ASDM The Actor's Process: Acting for Camera III (20 credits) 5505ASDM Artistic Practice II (20 credits) 5506ASDM Cultural Perspectives II (10 credits) 5507ASDM 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 credits) 4501ASDM The Actor's Technique: Acting I (20 credits) 4502ASDM The Actor's Technique: Acting II (20 credits) 4503ASDM The Actor's Technique I: Movement & Voice (20 credits) 4504ASDM The Actor's Technique I: Acting for Camera I (20 credits) 4505ASDM Artistic Practice I (20 credits) 4506ASDM Cultural Perspectives I (10 credits)		120 core credits at level 4 0 option credits at level 4

## 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)

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 The Professional modules 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) and The Actor's Performance (Level 6) presents students with the opportunity to collaborate with visiting professional directors and filmmakers, enhancing network contacts, with some performances scheduled at external venues. Furthermore, the Graduate Portfolio and its digital showcase is an enrichment of industry engagement, reaching to UK and international agents, casting directors, employers 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.

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) 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.

## **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**

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](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.*