

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Acting

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| 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 (2019) |
| 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 educational aims of the programme are for the student to:

1. Provide a professional actor training suitable to meet the evolving demands of theatre, screen, and new media industries.
2. Develop creative actors who can thrive in directed and collaborative projects, and who can generate their own work and opportunities.
3. Develop a global perspective, empowering actors to seek out and create opportunities internationally in English and in the graduates' own native languages.
4. Promote healthy practice to underpin and sustain a lifelong career.
5. Provide a comprehensive understanding of contemporary theatre arts practice to create critical thinkers and reflective practitioners who value lifelong learning.
6. Enable graduates to guide their own professional, creative, and intellectually development, to realise their full potential as creative practitioners.
7. Empower creative actors to embody and promote best practice within the industry.

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

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

1. Articulate the fundamental principles of acting and demonstrate core techniques for both stage and screen.
2. Engage their imagination and harness their experience to promote an authentic connection in acting.
3. Demonstrate skills required to analyse a dramatic text from an actor's point of view.
4. Demonstrate the embodiment of action, objective, character, narrative, circumstances, and stakes.
5. Isolate, identify and explain elements of their own practice.
6. Work collaboratively in an ensemble framework and autonomously in the context of class, rehearsal, and guided study.
7. Demonstrate a range of approaches for the generation of dramatic work both collectively and in self led

projects.

8. Articulate critical and historical perspectives on current debates in relation to theatre and performance.
9. Practice a range of research and composition skills for structuring and communicating ideas in a variety of forms and contexts.
10. Identify practical approaches for sustaining and developing healthy, safe, and expressive practice for the voice, body, and mind.
11. Practice a safe effective range of movement and vocal techniques to promote intuitive expressive physical responses with clarity of intention in a variety of contexts.

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

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

12. Apply new and advanced acting techniques and imagination to a variety of dramatic texts, both in rehearsal and performance.
13. Apply an advanced range of movement and vocal techniques to a variety of dramatic situations in rehearsal and performance.
14. Recognise stylistic and rhetorical devices within text and apply appropriate techniques to bring clarity, specificity and action to performances of heightened and non-naturalistic texts.
15. Practice a range of advanced techniques appropriate to acting on screen, on microphone and in other medias.
16. Employ an advanced range of expressive movement and vocal techniques appropriate to a variety for contexts.
17. Demonstrate an advanced ability to work both autonomously and collaboratively to meet the requirements of a project and in response to a variety of creative approaches.
18. Exercise safe, healthy, and effective working practices across all elements of the programme.
19. Provide a detailed knowledge of 20th and 21st Century performance and the creative processes involved.
20. Explore and expose key aspects of professional working standards within the industry.
21. Analyse critical and historical perspectives on current debates in relation to theatre and performance.
22. Use an advanced range of research, composition and critical skills in structuring and communicating ideas in a variety of forms and contexts.

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. Employ a range of sophisticated integrated acting, movement, and vocal techniques in response to a variety of contexts for the generation and performance of dramatic work.
2. Effect significant communication with an audience through their performative work.
3. Work collaboratively and effectively to make sophisticated new work or produce original interpretations of existing works in both individual and ensemble settings.
4. Apply professional working practices, codes of conduct and ethics in the creation of performances both as an individual and as a company member.
5. Evidence pre-professional understanding of the needs required for the maintenance and further development of their, voice, body, and acting technique, and the promotion of healthy practice, on entering the professional industry.
6. Analyse and evaluate their work and the work of others in an appropriate critical framework and socially engaged artistic practice.
7. Exercise independent judgement, undertake sustained investigative practice and present critically informed and cogent conclusions.
8. Demonstrate an informed knowledge of the industry opportunities available as an original creator of new work or working company actor.
9. Exercise a range of intellectual, analytical, self-reflective, and interpersonal graduate level transferable skills appropriate for gaining and maintaining employment in a range of creative industry setting.

Teaching, Learning and Assessment

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

Teaching and Learning

Teaching is delivered by means of lectures, practical classes, technique classes, small group teaching, workshops/practical activities, individual practice, individual/group tutorials, rehearsals/preparation for live performance and live performance.

Teaching incorporates:

- Sharing factual knowledge, introducing conceptual frameworks and inspiring discussion activity.
- Providing instruction in acting/performing to improve and enhance technique level.
- Demonstrating use of technology, applications and the exploration of possibilities.
- Explaining how to research, collect and analyse data, structure an academic argument and frame findings.
- Exploring and developing skills in critical analysis of self and others.
- Providing learning activities to develop interpersonal skills and graduate attributes.
- Guiding a rehearsal/creative process, providing constructive feedback to enhance the students' breadth and depth of learning, and providing further feedback after the live/completed event.

Visiting lecturers and professional artists contribute to the programme to offer other perspectives and simulate learning through a professional work environment.

Throughout the programme the student is encouraged to read widely to consolidate and supplement that being taught to network within the industry and to set goals and challenge self.

A summary description of the teaching and learning activities by level is:

At level 4 – Embedding key understandings, skills and knowledge whilst ensuring that the student has an awareness of self-learning strategies and development of their interpersonal/academic skills. Students will undertake practical and theoretical classes in Acting, Voice, Singing, Dancing, Movement for Actors, Text Analysis, Acting for Screen, Stage Combat, Contextual Studies, Healthy practice for the Body and Voice, Mindfulness, and Creative Practice. The student will be given regular space to develop their own work and opportunities to perform this in a scratch night setting. The focus of these modules is to provide a technical foundation and understanding to engage with studies at levels 5 and 6.

At level 5 – Applying learning and extending further the students' knowledge, skill base and ability to make/create work and engage with the rehearsal process to ensure confident levels of performance. Students will undertake practical and theoretical classes in Acting, Voice, Microphone technique, Singing, Dancing, Movement for Actors, Text, Acting for Screen, Contextual Studies, Teaching Pedagogy, Professional Preparation and Creative Practice. There will be multiple performance opportunities in front of in house, invited and public audiences. The student will be given regular space to develop their own work and opportunities to perform this in a scratch night setting. Learning within these classes will be tailored to the individual's needs in order gain the level of skills required to enter L6 and progress to a career in the industry.

At level 6 – Translation of knowledge and abilities into strategies for securing and sustaining employment in the industry and acquisition of transferable graduate attributes for employment in different /wider fields of work. Students will undertake practical and theoretical studies in, Acting, Voice, Singing, Dance, Movement for Actors, Acting for Screen, Microphone Technique and Professional Preparation, Making New Work, and a series of Public Performance Projects. The students will undertake a significant Research Project. The purpose of modules at level 6 is to consolidate a wide range of skill sets to ensure students have the adequate preparation and flexibility to enter the global industry. And, to attain a graduate standard in transferable skills.

Throughout their training, students will be guided in the identification of best practice within the institution and the industry. They will be empowered to embody and promote best practice with the industry and in their careers.

Regular, well planned, and focused self-directed study is essential for a successful outcome at each level of study. Different students may need to spend different amounts of time on different subjects.

The journey from being a guided learner to an autonomous learner, equipped with the necessary skills, intent, and curiosity, is integral to the learning partnership fostered between the institution and each individual student.

Assessment

Assessment is geared specifically to learning and serves the purposes of:

1. Helping students learn by highlighting their strengths and weaknesses and working with them to develop their abilities to achieve the required learning outcomes.
2. Mapping students' skills, knowledge, and level of ability against the learning outcomes of their modules of study.
3. Ensuring that the module or programme of study is delivering the required learning activities and that the

individual teaching and learning strategy is efficient and effective.

As is appropriate in a vocational Acting programme, there is a higher number of practice-based assessment tasks than written assessment tasks. Practical assessments can also be supported by the keeping and submission of a working diary/journal. To provide and enhance the academic underpinning and rigour of the programme traditional types of academic assessment will also be employed for example research activities, analysis and critical appreciation activities and academic writing tasks.

The types of assessment used are essays and critical evaluations; viva voces; practical tasks; creative tasks; technical demonstrations; live performance; recorded performance; studio rehearsal projects; technological tasks; presentation of portfolios, reports/case studies; small group presentations.

Both Formative and Summative Assessments are used within the programme. Formative focuses on guiding, developing and correcting knowledge/ability/skills in preparation for the formal mark-bearing Summative Assessment. Summative assessment marks are reported to the LJMU Board of Examiners and ratified marks then appear on the students' individual Progress transcript at the end of the academic year. Unratified marks are returned to the students within 15 working days of the assessment taking place and accompanied by written, aural or face to face feedback from the marker of the assessment task.

Students are clearly guided as to the specific nature of the requirements for each assessment task in detail in each of the Module Guides.

The IAB is committed to equality of opportunity and, where reasonable and appropriate, adjusts the assessment tasks where an individual student has demonstrated a specific need. The specified learning outcomes are not adjusted, and the level is maintained, the student is instead provided with the opportunity to demonstrate their achievements of the learning outcome in an alternative manner. Modifications to an assessment may include but not be limited to:

- Additional time allowance.
- Oral presentation as replacement for written work.
- Written or oral demonstration of a task where practical demonstration is not possible.

Programme structure - programme rules and modules

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

Programme structure - programme rules and modules

The programme is delivered over three academic years in full-time mode. It starts in September and runs through to early June. The programme has no options.

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 the point at level 4.

Each level of the programme requires study of 120 credits, which are divided into modules as listed below. The credits allocated to each module are awarded for the successful achievement of all the learning outcomes for the module.

Students beginning the programme prior to September 2022 will remain on the previous validated version of the programme and the modules unless going on a leave of absence/have been awarded Final Module Attempts by the Board of Examiners, which may require that they move to the new programme version.

| Level 6 | Potential Awards on completion | Bachelor of Arts with Honours |
|--|--------------------------------|--|
| Core | Option | Award Requirements |
| 6506IABACT Career Preparation (20 credits) 6507IABACT Acting Practice 3 (20 credits) 6508IABACT Public Performances (40 credits) 6509IABACT Making New Work (10 credits) 6510IABACT Screen and Recorded Media Projects (10 credits) 6574IAB Research Project (20 credits) | | 120 core credits at level 6 0 option credits at level 6 |
| Level 5 | Potential Awards on completion | |

| Core | Option | Award Requirements |
|--|--------------------------------|--|
| 5508IABACT Acting Practice 2 (20 credits) 5509IABACT Projects 2 (20 credits) 5510IABACT Creative Practice 2 (Acting) (10 credits) 5511IABACT Movement 2 (20 credits) 5512IABACT Voice 2 (20 credits) 5513IABACT Screen and Recorded Media (10 credits) 5514IABACT Contextual Studies 2 (Acting) (20 credits) | | 120 core credits at level 5 0 option credits at level 5 |
| Level 4 | Potential Awards on completion | |
| Core | Option | Award Requirements |
| 4508IABACT Acting Practice 1 (20 credits) 4509IABACT Projects 1 (20 credits) 4510IABACT Creative Practice 1 (10 credits) 4511IABACT Movement 1 (20 credits) 4512IABACT Voice 1 (20 credits) 4513IABACT Healthy Practice (10 credits) 4514IABACT Contextual Studies 1 (Acting) (20 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>

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 and designed to include work-related learning.

Industry standard facilities, hardware and software are used throughout the programme. The practical assessment tasks wherever possible are positioned against industry standards and processes to replicate 'real world' situations. Students are also given access to a range of opportunities to undertake voluntary, extra-curricular work in the industry.

At Level 5 the Camera and Recorded Media, Projects 2, modules are designed to develop understanding and competence with professional working practices and protocols within a variety of working and performance contexts.

At Level 6 the students are expected to work as a professional artist and engage with other professionals in the appropriate manner. They will engage directly with working professional in Career Preparation, Making New Work, Public Performances, Camera and Recorded Media Project. They will experience a variety of working and performance contexts.

Criteria for admission

A/AS Level

Minimum 104 Tarriff points A/AS Level excluding General Studies

BTEC National Diploma

Including a Distinction and Merit profile.

Irish Leaving Certificate

Minimum 104 points from 5 Higher Level subjects.

Scottish Higher

Minimum 104 points

International Baccalaureate

Minimum 24 points including 6 in English at a Higher Level.

Other

All students complete a written application and are practically auditioned by a process which enables the audition panel to assess prospective student's abilities through the presentation of prepared material.

This is followed by a one-to-one interview with the Programme Leader or another member of the programme team. Within the interview their academic knowledge of and interest in the subject area are explored. Their language skills and capacity to successfully complete the programme will be evaluated.

The key attributes that are looked for are:

- Knowledge, ability, and experience in Acting
- Technical and creative practical skills in Acting
- Enthusiasm, broad interest and engagement with the audition and subject area
- Ability to work effectively with others
- Self-awareness and determination to succeed

GCSE English Language at grade 4 or above or, an IELTS 6.0 or equivalent SELT score is a requirement for entry to the programme.

Equal Opportunity

IAB is an equal opportunities organisation and aims to successfully recruit globally based students from a wide range of different socio-economic and personal backgrounds. We recognise and celebrate diversity in our academic community.

Recognition of prior (Experiential Learning (RP(E)L) and credit transfer

Evidence of prior successful completion of a complete level of study may be considered for direct entry to levels 5 or 6. You are required to complete an application, provide the evidence and where equivalence can be confirmed and is supported by the IAB, your request will be submitted to LJMU for their consideration and potential approval.

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

The national university entry academic qualification of your country equivalent to 104 UK Tariff points or 24 points from an international Baccalaureate. We welcome applicants with qualifications from outside of the UK.

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.