

## PROGRAMME SPECIFICATION (Preview)

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### Certificate of Professional Development in Acting

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	Institute of the Arts Barcelona
<b>JACS Code</b>	
<b>Programme Duration</b>	Other Full Time: 3 Months
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Drama, Dance and Performance (2016)
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Certificate of Professional Development in Acting
<b>Link Tutor</b>	Andrew Sherlock

### Educational aims of the programme

1. Demonstrate developing technical and creative skills across the areas of acting technique, voice and movement.
2. Demonstrate knowledge and understanding of creative and theoretical concepts and ideas, which underpin and inform contemporary performance.
3. Work effectively and collaboratively within a range of creative teams, projects and rehearsals leading to performance.
4. Further develop academic knowledge, understanding and application to prepare for the next level of study in their home university.

### Target award Learning Outcomes - Certificate of Professional Development

*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. Optimise their contribution to the processes and collaborative practices by which live performance is realised and managed within the semester.
2. Demonstrate and apply the relationship between technique and creativity through projects and performances during the semester.
3. Develop creative ideas and construct academic arguments which are articulated clearly in different styles of communication.
4. Research, organise and synthesise material independently and critically evaluate its significance.
5. Appropriately apply enhanced technique in Acting Technique, Voice and Movement.
6. Demonstrate the appropriate work ethic in each aspect of creative process (rehearsal and performance).

### 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, technology 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 and performance techniques, voice development and movement vocabulary to improve and enhance artistic and technical abilities.
- Demonstrating use of technology, applications, and the exploration of creative possibilities.
- Explaining how to research, collect and analyse data, structure an academic argument and frame findings.
- Providing learning activities to develop interpersonal skills and 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.

Throughout the programme the student is encouraged to read widely to consolidate and supplement that the teaching and to set goals and challenge self.

## 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.

The types of assessment used are essays and critical evaluations; practical tasks; live performance; studio rehearsal projects; reports/case studies; small group presentations and project management tasks.

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 the assessment tasks, which are explained in detail in each of the Module Guides.

The IAB is committed to equality of opportunity and, where reasonable and appropriate, can adjust 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)

The programme is offered over one semester.

The programme commences in September or January

The programme has no options or electives.

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>

Level 5	Potential Awards on completion	Certificate of Professional Development
Core	Option	Award Requirements

5511IABCPD Performance (10 credits) 5512IABCPD Critical and Analytical Studies (10 credits) 5513IABCPD Applied Acting Technique (20 credits) 5514IABCPD Movement and Voice (20 credits)		60 core credits at level 5 0 option credits at level 5
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## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
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## Opportunities for work-related learning ( location and nature of activities)

This programme is vocationally specific and designed to include work-related learning. The practical assessment tasks wherever possible are positioned against industry standards and processes to replicate 'real world' situations. The students participate in the creation and presentation of a performance in front of a public audience.

## Criteria for admission

### Other

The Certificate of Professional Development is part of the IAB Study Abroad system and is designed to provide accreditation primarily for International students joining the BA Hons Acting programme for one semester.

Therefore the criteria for admissions normally are:

- 1) That applicants are registered on an undergraduate Acting / Theatre programme with a strong practical performance component.
- 2) That they can demonstrate the practical performance ability (through their transcript), which will allow them to take full advantage of the Certificate of Professional Development.
- 3) That applicants have successfully completed one full year of study (equivalent to 120 level 4 UK credits)

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 recognize and celebrate diversity in our academic community.

## 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.*