

## Programme Specification

### Overview

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|------------------------------|---|
| <b>Programme Code</b>        | 36826   |
| <b>Programme Title</b>       | Acting (Screen and Digital)                               |
| <b>Programme Type</b>        | Degree  |
| <b>Language of Programme</b> | All LIPA programmes are delivered and assessed in English |
| <b>Programme Leader</b>      | Alan Pearce   |

### Awards

| <b>Award Type</b> | <b>Award Description</b>                  | <b>Award Learning Outcomes</b>  |
|-------------------|---|---|
| Target Award      | Bachelor of Arts with Honours – BA (Hons) | See Learning Outcomes below   |
| Alternative Exit  | Bachelor of Arts - BA                     | <p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects.</p> <p>A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject.</p> <p>Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p> |
| Alternative Exit  | Diploma of Higher Education - DipHE       | <ol style="list-style-type: none"> <li>1. Analyse cultural, critical and theoretical screen and digital performance perspectives.</li> <li>2. Interpret creative and critical exchanges in screen and digital performance.</li> <li>3. Demonstrate a creative application of screen and digital techniques, analysing traditions, histories, forms and practices.</li> </ol>  |

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|                  |  | <ol style="list-style-type: none"> <li>4. Apply screen acting practitioner theories and analyse cultural and/or historical contexts.</li> <li>5. Analyse independent research when creating new performance.</li> <li>6. Demonstrate interdisciplinary technical fundamentals in screen and digital performance.</li> <li>7. Examine inventive performance choices in response to text, media and technology.</li> <li>8. Employ intelligent collective creative processes.</li> <li>9. Demonstrate a creative selection of performance process skills applicable to media production requirements.</li> <li>10. Demonstrate adaptable performance vocabularies and techniques appropriate to creative working methods in screen and digital performance creation/production.</li> <li>11. Understand investigation and analytical skills to create multi-media performance.</li> <li>12. Apply the fundamentals of voice, physicality/movement and environment/imaginative world in screen and digital performance.</li> <li>13. Analyse and interpret screen, digital and multi-media performances.</li> <li>14. Analyse cultural and critical perspectives in screen/digital performance.</li> <li>15. Critically analyse and interpret cultural concepts in screen/digital performance events and its reception.</li> <li>16. Analyse and demonstrate self-management skills, the ability to set goals, manage workloads, work under pressure and meet deadlines.</li> <li>17. Apply the skills needed to plan and realise collaborative project-based work.</li> <li>18. Implement the skills required to work creatively in collaborative practice-based work.</li> <li>19. Demonstrate negotiation and communication skills.</li> <li>20. Demonstrate the skills to manage creative, personal, and interpersonal issues.</li> </ol> |
| Alternative Exit | Certificate of Higher Education - CertHE | <ol style="list-style-type: none"> <li>1. Identify cultural, critical and theoretical screen and digital performance perspectives.</li> <li>2. Understand creative and critical exchanges in screen and digital performance</li> </ol>   |

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|  |  | <ol style="list-style-type: none"> <li>3. Exhibit a creative selection of digital performance techniques, recognising traditions, histories, forms and practices.</li> <li>4. Implement screen practitioner theories, relevant to cultural and/or historical contexts.</li> <li>5. Portray independent research when creating new performance.</li> <li>6. Identify interdisciplinary technical fundamentals in screen and digital performance.</li> <li>7. Make creative performance choices in response to text, media and technology.</li> <li>8. Understand collective creative processes.</li> <li>9. Present creative engagement with screen performance process skills.</li> <li>10. Identify vocabularies and techniques appropriate to screen and digital performance creation/production.</li> <li>11. Understand investigation and analytical skills to create multi-media performance.</li> <li>12. Identify the fundamentals of voice/singing, dance/movement, and environment/imaginative world in screen performance.</li> <li>13. Describe and interpret multi-media/digital performances.</li> <li>14. Explain cultural and critical perspectives in screen and digital performance.</li> <li>15. Identify and interpret cultural concepts in screen and digital performance and its reception.</li> <li>16. Describe and demonstrate self-management skills, the ability to set goals, manage workloads, work under pressure, and meet deadlines.</li> <li>17. Identify the skills needed to plan collaborative project-based work.</li> <li>18. Identify the skills required to work creatively in collaborative practice-based work</li> <li>19. Understand negotiation and communication skills.</li> <li>20. Recognise the skills to manage creative, personal, and interpersonal issues.</li> </ol> |
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## External Benchmarks

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| <b>Subject Benchmark Statement</b> | UG-Dance, Drama and Performance (2024) |
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## Programme Offering(s)

| <b>Mode of Study, Mode of Delivery</b> | <b>Intake Month</b> | <b>Programme Length</b> |
|--|---------------------|-------------------------|
| Full-Time, Face to Face                | September           | 3 Years                 |

## Learning Outcomes

| <b>Code</b> | <b>Description</b>  |
|-------------|---|
| PL01        | Evaluate cultural, critical, and theoretical screen and digital performance perspectives  |
| PL02        | Evaluate creative and critical exchanges in screen, digital and technological performance   |
| PL03        | Synthesise a creative application of screen acting techniques, analysing traditions, histories, forms, and practices                |
| PL04        | Integrate screen acting practitioner theories and analyse cultural and/or historical contexts                                       |
| PL05        | Evidence independent critical research when creating new performance  |
| PL06        | Synthesise interdisciplinary technical fundamentals in screen and digital performance   |
| PL07        | Demonstrate original performance choices in response to text, media and technology  |
| PL08        | Exhibit professional collective creative processes  |
| PL09        | Synthesise a sophisticated creative selection of performance process skills applicable to media production requirements             |
| PL010       | Incorporate vocabularies and techniques appropriate to professional standards in screen and digital performance creation/production |
| PL011       | Integrate and analyse text to interpret and create professional screen and digital performance                                      |
| PL012       | Evaluate the fundamental interdisciplinary components of screen performance   |
| PL013       | Critique, evaluate and interpret screen performances  |
| PL014       | Formulate intersectional cultural and critical perspectives in screen/digital performance   |

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| PL015 | Critically evaluate and interpret cultural concepts in screen/digital performance events and its reception                           |
| PL016 | Evaluate and demonstrate self-management skills, the ability to set goals, manage workloads, work under pressure, and meet deadlines |
| PL017 | Integrate the professional skills needed to plan, realise, and complete collaborative project-based work                             |
| PL018 | Synthesise the skills required to work creatively in collaborative practice-based work   |
| PL019 | Demonstrate professional negotiation and communication skills  |
| PL020 | Demonstrate the professional skills to manage creative, personal, and interpersonal issues   |

## Aims and Outcomes

### 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.

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

## Programme Structure

### Programme Structure Description

Each level of study comprises four 30 credits modules. At each level, a single module – Artistic Practice – exists as a shared module, providing cross-course integration and skills development. The course is a full-time practical training specialising in contemporary approaches to acting, theatre and screen performance. All modules are yearlong.

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 of outcomes. Cross-modular links connect theory and practice, as well as interdisciplinary collaboration across the

curriculum, supplemented also by opportunities for students to work independently outside the curriculum on self-directed production projects (Artistic Practice). 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/audio/video analyses and/or logbooks as part of a developing portfolio. Within the practical elements of the programme at Level 4, emphasis of assessment is predominately weighted towards the technical demonstration of understanding tested in rehearsals and presentations. At Level 5, the emphasis begins shifts, amalgamating technique and process, with focus on interdisciplinarity and performance toward the end of the level of study. At Level 6, the emphasis develops to focus primarily on performance or product, supported by follow-up written/audio/video analyses, reflections, or evaluations.

At all levels, knowledge and Ideas are tested in outcomes 1-5; subject-specific discipline skills in outcomes 6-10; intellectual and analytical skills in outcomes 11-15; and transferable and professional graduate skills in outcomes 16-20. Theory and practice are integrated to inform a cogent and coherent understanding of the intellectual properties of performance works, practitioners, philosophies, and critical theories. Modules involve key research elements concerning practical engagement with performance concepts and the interpretation of source material. Given the practical nature of the programme, technical skills achievement is of kinaesthetic, experiential engagement and activity. Interdisciplinarity demands the application of practice, interpreting theoretical approaches, concepts, and methods. Continuous analysis and interpretation of source material, including individual feedback, runs throughout the programme, as well as self-directed, group and individual study. Skills in powers of expression, self-management, and inter-personal professional working methodologies, including time-management, planning and goal attainment are incorporated at every level, in Artistic Practice, and especially in Project I, II and III at Level 5 and Productions I, II and III at Level 6.

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| <b>Programme Structure - 360 credit points</b>  |
| <b>Level 4 - 120 credit points</b>  |
| <b>CORE - 120 credit points</b>   |
| [MODULE] 4601ASD The Actor's Preparation: Acting & Screen Principles I - 30 credit points               |
| [MODULE] 4602ASD The Actor's Preparation: Acting & Screen Principles II - 30 credit points              |
| [MODULE] 4603ASD The Actor's Preparation: Acting & Screen Principles III - 30 credit points             |
| [MODULE] 4604ACT Artistic Practice I - 30 credit points   |
| <b>Level 5 - 120 credit points</b>  |
| <b>CORE - 120 credit points</b>   |
| [MODULE] 5601ASD The Actor's Process: Screen & Digital Project I – 30 credit points                     |
| [MODULE] 5602ASD The Actor's Process: Screen & Digital Project II – 30 credit points                    |
| [MODULE] 5603ASD The Actor's Process: Screen & Digital Project III – 30 credit points                   |
| [MODULE] 5604ACT Artistic Practice II - 30 credit points  |
| <b>Level 6 - 120 credit points</b>  |
| <b>CORE - 120 credit points</b>   |
| [MODULE] 6601ASD The Actor's Performance: Professional Screen & Digital Production I - 30 credit points |

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| [MODULE] 6602ASD The Actor's Performance: Professional Screen & Digital Production II<br>- 30 credit points  |
| [MODULE] 6603ASD The Actor's Performance: Professional Screen & Digital Production III<br>- 30 credit points |
| [MODULE] 6604ACT Artistic Practice III - 30 credit points  |

## Teaching, Learning and Assessment

The course is delivered across a 30-week academic year, at an average of 30+ hours per week. At its progressive levels of study, the course addresses and aligns with hierarchical frameworks, such as Bloom's Taxonomy, to capture knowledge and comprehension, application and analysis, synthesis, and evaluation. This is implicit within the writing of level and module outcomes, as well as the constructive alignment (Biggs) of learning outcomes for delivery and assessment.

Formative feedback is continuous and ongoing. Summative assessment is structured to allow for developmental learning, and skills and knowledge advancement. Learning outcomes have been crafted within these frameworks to allow for the development of specialist subject-specific discipline skills, knowledge and ideas, intellectual and analytical skills, transferable and professional graduate skills.

## Opportunities for Work Related Learning

Some modules may be assessed in professional work-based scenarios.

## Entry Requirements

| Type     | Description   |
|----------|---|
| A levels | <p>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.</p> <p>The key attributes that we seek to identify are:</p> <ul style="list-style-type: none"> <li>• Knowledge, ability and experience of acting</li> <li>• Commitment to the performing arts</li> <li>• Ability to work effectively with others</li> <li>• Broad interest and engagement</li> <li>• Self-awareness</li> <li>• Spirit of enterprise.</li> </ul> <p>The minimum educational standard that we are looking for is:</p> |

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|                                       | <p><b>GCSEs</b></p> <p>We normally require a minimum of five GCSEs grade C. These should include Maths and English. Plus a minimum of 160 UCAS tariff points.</p> <p>We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:</p> <p><b>A/AS Level</b></p> <p>This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills are not counted.</p>   |
| International Baccalaureate           | <p>Acceptable on its own and with other qualifications.</p> <p>Welsh Baccalaureate</p> <p>Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.</p>   |
| Alternative qualifications considered | <p><b>Audition or Interview</b></p> <p>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 into a single audition.</p> <p><b>Equal Opportunity</b></p> <p>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.</p> <p><b>Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers</b></p> <p>If you can demonstrate that you have already achieved learning equivalent to</p> |



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|                                  | <p>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.</p> |
| BTECs                            | <p>Extended Diploma (i.e. Merit, Pass, Pass profile).</p> <p>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 UCAS tariff points across both qualifications.</p> <p>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 UCAS tariff points.</p>   |
| Other international requirements | <p>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.</p>   |