

## Programme Specification

### Overview

<b>Programme Code</b>	36814
<b>Programme Title</b>	Foundation Acting (Stage and Screen)
<b>Programme Type</b>	Level 4 Qualification
<b>Language of Programme</b>	All LIPA programmes are delivered and assessed in English
<b>Programme Leader</b>	Emma Bramley

### Awards

<b>Award Type</b>	<b>Award Description</b>	<b>Award Learning Outcomes</b>
Target Award	Certificate of Higher Education - CertHE	See Learning Outcomes below

### 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	1 Year

### External Benchmarks

<b>Subject Benchmark Statement</b>	UG-Dance, Drama and Performance (2019)
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## Learning Outcomes

Code	Description
PL01	Understand acting and screen performance perspectives
PL02	Summarise creative viewpoints in stage and screen performance
PL03	Demonstrate a selection of stage and screen performance approaches
PL04	Understand practical acting approaches and their historical contexts
PL05	Use independent research to create new acting performances
PL06	Demonstrate integrated acting, vocal and physical approaches in stage and screen performance
PL07	Recognise creative performance possibilities in response to text and digital media
PL08	Demonstrate collective creative processes
PL09	Recognise performance process skills
PL010	Identify stage and screen performance vocabularies and approaches
PL011	Understand textual investigation skills to create stage and screen performances
PL012	Identify interactions across voice/movement and environment/imaginative world
PL013	Interpret stage and screen performances
PL014	Recognise stage and screen performance perspectives
PL015	Identify concepts in stage and screen performance and its reception
PL016	Understand personal skills to manage workloads and work under pressure
PL017	Recognise the skills needed to plan collaborative project-based work
PL018	Recognise the creative and imaginative skills required to realise practice-based work
PL019	Describe self-management skills to meet targets and deadlines
PL020	Define the skills to manage personal and interpersonal issues in creative contexts

## Aims and Outcomes

### Educational Aims of the Programme

The programme provides a foundational training for actors aspirant to undertake a Conservatoire-level degree course in preparation for advanced drama school degree-level training. Our programme aims to:

- Develop the student's understanding and realisation of performance traditions, performing arts perspectives and texts via practical approaches
- Develop the student's ability to assimilate research and employ acting vocabularies, considering apposite communication and presentational skills
- Develop the student's collaborative and interdisciplinary skills, integrating acting, movement and voice
- Develop the student's professional preparation, organisational and independent research skills

## Programme Structure

### Programme Structure Description

This one-year course comprises of four 30-credit modules. The course is a full-time practical training specialising in acting for live, screen and digital media. All modules are year-long.

The purpose of our foundation course is to provide entry to advanced performing arts training in conservatoires or specialist providers. All assessment is underpinned by a central pedagogy of deliberate practice within project-based learning. As such students are asked to demonstrate skills development, an ability to apply those skills in complex situations and forward plan based upon informed analysis. Transferable and adaptable approaches for differing performance contexts, such as live stage work or digital screen work, provides a holistic curriculum to address the demands of twenty-first century performance. Assessment strategies have been determined according to the demands of each learning outcome, capturing the most developmental method of assessment to best fulfil the potential of the student.

<b>Programme Structure - 120 credit points</b>
<b>Level 4 - 120 credit points</b>
<b>CORE - 120 credit points</b>
[MODULE] 4601FASS The Actor's Foundation: Acting Fundamentals I - 30 credit points
[MODULE] 4602FASS The Actor's Foundation: Acting II - 30 credit points
[MODULE] 4603FASS The Actor's Foundation: Acting III - 30 credit points
[MODULE] 4604FAMT Personal Practice - 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. The course sits within a framework (Bloom) to capture knowledge and comprehension at Level 4, evidenced in practical realisation. This is implicit within the writing of level and module outcomes, constructively aligned (Biggs) 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 this framework to allow for the development of specialist subject-specific discipline skills, knowledge and ideas, intellectual and analytical skills, transferable and professional graduate skills.

## Entry Requirements

Type	Description
A levels	<p>We are committed to accepting students on to this course who have the potential to succeed as practitioners 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> <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 64 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 Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.</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>
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 in to 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 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>