

**BA (HONS) PROFESSIONAL ACTING
 (THREE YEARS)
 FULL-TIME**

Programme Specification	
Award and Title	BA (Hons) Professional Acting
Length of Programme	3 years
Mode/s of Study	Full-time
Proposed min/max annual student intake	24/30
Department responsible for Programme Management	School of Acting – LAMDA
Tuition Fees	Standard
Start Date	September 2004

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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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [either by following the links provided or in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

DEGREE AND PROGRAMME TITLE

Awarding Institution/Body	University of Kent at Canterbury
Teaching Institution	London Academy of Music and Dramatic Art (LAMDA)
Teaching Site	155 Talgarth Road, Barons Court London, W14 9DA
Programme accredited by	National Council for Drama Training (NCDT)
Final Award and Programme	Bachelor of Arts (BA Hons) Professional Acting (Three Year Course)
Course Code	230445
Relevant QAA Subject Benchmarking Group(s)	Dance, Drama and Performance benchmark statement 2002. NCDT Criteria for Accreditation of Acting Courses
Date of Revision	June 2004
Applicable cohorts	2004 entry

Educational Aims of the Programme

This programme aims to develop a student's talent as an actor, enabling them to contribute intellectually and creatively to the development of a performance piece. It encourages an open, yet questioning approach to acting, in order to develop independently-minded practitioners. Skills development in voice, movement, singing, dance and stage combat to an appropriate level for an Honours (H level) prepare the student for employment across the widest range of opportunities. The programme will aim to develop the student as a reflective practitioner able to overcome personal weaknesses and building on learning experience, and to prepare for professional performance. It will also develop tools and knowledge applicable to a range of performance mediums including theatre, television and radio, and develop the greatest potential of the student as a versatile performer in the arts and entertainment industry, able to sustain a career through self management. In broader terms the programme will aim to develop the individuals transferable skills which will enable our graduates to engage with the wider fields of life and employment and encourage life long learning.

PROGRAMME OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject bench-marking statement (SB).

A KNOWLEDGE AND UNDERSTANDING

- 1 A student will know and understand a range of performance styles, mediums and methodologies incorporating techniques in voice, movement, music and acting.
- 2 A student will know and understand historic and contemporary playwrights and their works.
- 3 A student will know and understanding how to interpret and realize text and characters (SB)
- 4 A student will know and understand the process involved in realizing a production from first rehearsal through to performance (SB)
- 5 A student will know and understand how to develop their performance skills to a professional standard.
- 6 A student will know and understand how to manage their professional skills and to develop their personal professional strategies.
- 7 A student will know and understand the skills required to devise a body of work through sustained focus throughout full-time rehearsal to performance.
- 8 A student will know and understand how to sustain a character through a run of public performances.
- 9 A student will know and understand how to contribute to a devised piece of work within a rehearsal environment.
- 10 A student will know and understand how to use props and costume as part of characterization.

B INTELLECTUAL SKILLS

- 1 A student will have a familiarity with and an understanding of dramatic texts, verse and prose ranging from Greek through Shakespeare and his contemporaries to Restoration, Nineteenth and Twentieth century plays.
- 2 A student will have the ability to undertake contextual research and apply knowledge and understanding of theatre, social and political history including future developments within the context of the performance piece being studied.
- 3 A student will have the ability to critically reflect on work undertaken as part of a programme of self development.
- 4 A student will have the ability to use initiative, creativity and imagination in achieving characterizations.

C SUBJECT SPECIFIC SKILLS

- 1 A student will be able to inhabit, bring to life and sustain engaging characterizations through textual analysis, research, rehearsal and performance (SB).
- 2 A student will have a good standard of performance discipline.
- 3 A student will be able to undertake both public and closed performances, in a range of venues, communicating clearly to audiences of differing size and type.
- 4 A student will be able to apply acting, voice and movement skills to performance media including theatre, television and radio. (SB).
- 5 A student will have the ability to develop the vocal instrument to be fit, strong and flexible to become an expressive and responsive channel for the emotional and intellectual needs of the actor, the character and the text (SB).
- 6 A student will have a range of technical and creative vocal skills imperative to the actor facing the ever increasing demands of the industry. They will have a well developed vocal instrument which will be a strong, versatile and responsive channel for the needs of character, text and production. They will have vocal credibility and authenticity to portray character and emotion across the wide spectrum of live and recorded media.
- 7 A student will have the ability to sing as an individual or as a member of a chorus, as may be required of a rounded performer, with and without a microphone.
- 8 A student will have the ability to communicate characters, emotion and narrative through movement with a high level of fitness and physical strength (SB).
- 9 A student will have the ability to undertake a range of period and contemporary dance styles.

- 10 A student will have a clear understanding of the performer as a freelance employee, identifying employment opportunities, career and financial management and future skills development to sustain active employment.
- 11 A student will understand the responsibilities of maintaining a safe working environment, both as an individual and as a member of the group.

D TRANSFERABLE SKILLS

- 1 a student will gain a high level of communication skills.
- 2 A student will be able to work as a valuable and contributory team member.
- 3 A student will have the ability to use initiative and creativity in problem solving.
- 4 A student will have the ability to evaluate his/her own performance, development and contribution to group work.
- 5 A student will have appropriate IT skills for presentation and research
- 6 A student will have the ability to research, analyse and examine a range of information.
- 7 A student will have the ability to develop their professional personal strategies to sustain a career as a freelance performer.

TEACHING/LEARNING AND ASSESSMENT METHODS AND STRATEGIES USED TO ENABLE OUTCOMES TO BE ACHIEVED AND DEMONSTRATED

TEACHING AND LEARNING

- Tutor led class work
- Tutor led tutorials
- Guest lectures and seminars
- Research projects
- Experiential learning including scene studies, workshops and public performances.

All classes are considered 'calls' and attendance is compulsory as reflected in current practice within the industry. Classes are practical, with the emphasis on skills development, led by experienced practitioners in a realistic theatrical environment.

LAMDA follows no single methodology, rather it studies a range of technique, continually under review, to provide the individual student the flexibility to develop their own skills.

The nature of training at LAMDA is strongly vocational and classes are devised to be practical and provide an experiential learning environment. Students will learn skills that will support them in a professional work environment and they must feel confident in those skills. Practical experience in realistic environments allows students to gain that confidence.

In teaching students technical skills as a performer, it is important to remember that employment opportunities occur in a highly competitive market place. LAMDA considers transferable skills as vital part of an actors training to ensure they are well equipped and flexible to the needs of the wider market place, in order to sustain a career.

ASSESSMENT

Assessment is continuous and measured against the learning outcomes. It is monitored throughout class work, scene studies, workshops and performances. Throughout the programme of study, students receive formal and informal feedback about their progress throughout the unit and this forms an integral part of the learning process. Assessment feedback is given in written and verbal form during one to one tutorials at the end of each term.

Copies of assessment feedback are available to the student to allow continuation of development of their skills.

Staff will assess a student's ability to research through discussion and the rehearsal process, by examining the student's depth of knowledge and their ability to review, consolidate and apply such knowledge in context. This is part of the process of continuous feedback throughout the programme of study and reflects professional practice in the development of believable and sustainable characterizations. Students must be able to communicate the inner and outer life of a character to an audience and this is underpinned by their intellectual skills.

PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, UNITS, CREDITS AND AWARDS

This programme is offered in full-time mode and lasts three years. All units within the programme are a pre-requisite for progression and students must reach the required standard in each unit in order to achieve progression. It should be noted that in the final year of the programme, the public performance unit will comprise five public productions. Students are usually expected to undertake a role in each public production in order to complete the unit.

The academic year runs from the last week in September until the end of the third week in July. There are three terms each of twelve weeks of full-time study. Details of these exact term dates can be found in the student handbook. There are 35 contact teaching hours per week. This figure can rise to accommodate technical rehearsal and production time when staging showings and public performance.

Each year of study offers 120 credits. The first year offers four units with a total of 900 notional contact learning hours. The second year offers five units with a total of 1000 notional contact learning hours. The final year offers four units with a total of 1100 notional contact learning hours. As students progress through the programme they are expected to commit increasing amounts of time to their study to reflect the needs of rehearsal and performance. Notional contact learning hours reflect the actual time spent in taught classes. In addition, students will be expected to carry out additional work outside of this time. All classes are compulsory.

RETRIEVAL

In the pursuance of excellence, LAMDA is establishing a practice of 'retrieval' for those students who are deemed to be failing in elements of their programme. All departments will, therefore, apply the following practice of retrieval to ensure that each student is given every opportunity to succeed.

Retrieval takes place when a student is deemed to have failed a module. Due to the importance LAMDA places on the group relationship and dynamic as part of the teaching and learning process, if a student fails a module, they will be required to re-start the course.

By reverting to the beginning of the training the new group relationship will allow the student to facilitate the collective and supportive practice, necessary to develop as an actor.

PROGRAMME STRUCTURE

YEAR ONE

Required units

TITLE	LEVEL	CREDITS	TERM(S)
Techniques for character development	One	45	Autumn, Spring and Summer
Vocal techniques, development and application	One	20	Autumn, Spring and Summer
Movement and physical development	One	45	Autumn, Spring and Summer
Singing and Musicianship	One	10	Autumn, Spring and Summer

YEAR TWO

Required units

TITLE	LEVEL	CREDITS	TERM(S)
Character development and dramatic styles	Two	50	Autumn, Spring and Summer
Vocal techniques and character development	Two	15	Autumn, Spring and Summer
Movement and physical development	Two	30	Autumn, Spring and Summer
Singing and Musicianship	Two	15	Autumn, Spring and Summer
Acting for Recorded Media	One	10	Autumn, Spring and Summer

YEAR THREE

Required units

TITLE	LEVEL	CREDITS	TERM(S)
Public Performance	Three	100	Autumn, Spring and Summer
Vocal and Professional Rehearsal Skills	Three	5	Autumn, Spring and Summer
Professional Preparation	One	5	Autumn and Spring
Acting for Recorded Media	Two	10	Spring

SUPPORT FOR STUDENTS AND THEIR LEARNING

- Induction Programme
- Handbooks (one for day to day information, one for academic details relating to the programme of study)
- Student:Staff Ratio – 10.9:1 (2003)
- Library (Theatre history and scripts)
- Learning Resources including:-
 - 129 seat versatile theatre with full sound, lighting and flying capabilities
 - Scenic workshop
 - Radio studio
 - Linbury Studio performance space
 - Computer Access
- The small number of programmes means that students are guided prior to entry to the course that best suits their training needs. This is undertaken by the Registrar.
- There is no opportunity to transfer to another programme of study at LAMDA as all programmes follow the same core subjects.
- Progression through the programme is guided by both the year tutor and the Heads of Department providing feedback and support for the work undertaken in order to allow the individuals to achieve their maximum potential within the programme.
- Continuous feedback is given formally and informally as students progress through the modules of work and a summation of achievement is provided through the end of term tutorial system. Once a term students meet with representatives from each department to reflect on the term's work and set achievement goals for the following term. This tutorial system provides a final reflection point which builds upon the continuous feedback students receive in their class work. Any student experiencing difficulties within the programme may

meet with their class tutor or year tutor to discuss any issues and formulate strategies for achievement at any time during the module.

- Students have access to a Library and IT facilities including internet access, to support research work undertaken.
- Students are supported in their work through a series of pastoral tutorials and in addition can seek advice on matters such as finance and housing from staff within the Academy as detailed in the student handbook.
- LAMDA provides access to a medical practice for emergency advice from a doctor as well as the use of other medical facilities. LAMDA has an independent in-house student counselling service and arrangements are made directly between the student and the counsellor.
- A careers teacher, Heads of Department and visiting lecturers provides advice regarding professional acting careers.
- All other matters are considered by Reception in the first instance and then referred to the appropriate member of staff. All facilities that LAMDA are able to offer are listed in the student handbook. Any additional situations that may arise are dealt with on a one-to-one basis.
- LAMDA has an affiliated Student Union.

ENTRY PROFILE

Entry Route

(for fuller information, please refer to the LAMDA prospectus)

- Entry is by audition only.
- Candidates must be at least 18 years of age on commencement of the programme.
- Candidates must be able to demonstrate their intellectual, creative and practical abilities to undertake an H level programme.
- Candidates must be proficient in the English Language –
Students may be asked to prove English Language proficiency. This will be judged at audition, but LAMDA will also accept one of the following – Average 6.5 in IELTS test, minimum 6.0 in reading and writing. Grade B in Cambridge Certificate of Proficiency in English. Grade A in Cambridge Advanced Certificate in English. Pass overall in the JMB/NEAB Test in English for Overseas students, with at least B in writing, reading and speaking modules. A TOEFL score of at least 580 (written test) or 237 (computer test).
- Candidates should be able to satisfy any other general entrance requirements.

What does this programme have to offer?

- An excellent grounding in a range of techniques which form the LAMDA 'method' in preparation for becoming a professional actor, involving the development of acting, vocal and movement skills.
- The opportunity to gain detailed profound knowledge of dramatic texts from Greek through Shakespeare and his contemporaries, to Restoration, Nineteenth and Twentieth century plays – their style, content and historical context.
- The opportunity to intimately examine and analyse human behaviour, motivation and energy in order to simulate it in performances.
- The opportunity to progress individually within a group; to lead, yield to and generally support the group and be supported by it whilst undergoing personal and professional development within the programme.

- The opportunity to gain knowledge of the acting industry sufficient to begin work within it upon graduation.

Personal Profile

- A demonstrable talent as seen at audition.
- A deep commitment to the training and to work professionally as an actor.
- The facility to be adaptive and receptive.
- A willingness to work in a group.
- As demonstrated at audition and interview, a compatibility with LAMDA's particular training and ethos in order to find the training significant and rewarding.

METHODS FOR EVALUATING AND ENHANCING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning and assessment, the curriculum and outcome standards

- External Accreditation from the National Council for Drama Training (NCDT).
- Annual monitoring of graduate records.
- External evaluation reports.
- Annual Report
- Student attainment
- Periodic programme review
- Lesson Observation and Staff Appraisals
- On-going formal student feedback about the modules and programme.

Committees with responsibility for monitoring and evaluating quality and standards

- The Academic Board and Policy Unit
- Student Quality Assurance Review meetings once a term
- Subject Course Review meetings.

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student Quality Assurance Review meetings once a term.
- The tutorial system

Staff Development priorities

- Lesson Observation
- Access to professional industry employment for skills renewal and development
- Staff Appraisal Scheme

Indicators of Quality and Standards

- Accreditation by the National Council for Drama Training. Five successful accreditations, each of a maximum of five years duration.
- Adult Learning Inspectorate Inspection 2002 for courses in receipt of Dance and Drama funding.
Teaching, Learning and Curriculum – Grade One (Outstanding)
Leadership and Management – Grade Two (Good)
- Detailed employment records for three years following graduation including a number of national awards for recent graduates.

The following reference points were used in creating these specifications:-

Benchmarking Statement for Dance, Drama and Performance

National Council for Drama Training – Criteria for Accreditation 2002

Programme Specification

18 May 2001

Reformatted 11 April 2002/September 2005