1. **Title of the module**  
Applying the Craft of Acting in Public Performance - LAMDA 600

2. **School or partner institution which will be responsible for management of the module**  
London Academy of Music and Dramatic Art (LAMDA)

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**  
Level 6

4. **The number of credits and the ECTS value which the module represents**  
75 credits [37.5 ECTS]

5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
Autumn, Spring and Summer

6. **Prerequisite and co-requisite modules**  
Co-requisite: Movement and Voice support modules

7. **The programmes of study to which the module contributes**  
BA (Hons) Professional Acting

8. **The intended subject specific learning outcomes.**  
On successfully completing the module students will be able to:

   8.1 Demonstrate a systematic understanding of the technical and artistic requirements for acting in public performances  
   8.2 Deploy accurately and effectively the sustaining of a truthful character throughout the rehearsal process  
   8.3 Demonstrate a robust autonomous practice to use in preparation for a role and to support the requirements of the director in the rehearsal space  
   8.4 Evidence conceptual understanding when working with skill and clarity on achieving the function of the character in the world of the play  
   8.5 Show an appreciation of the uncertainty, ambiguity and limits of their knowledge

9. **The intended generic learning outcomes.**  
On successfully completing the module students will be able to:

   9.1 Demonstrate and apply effective communication skills  
   9.2 Evaluate information that reflects particular aspects of current research, practice, and/or scholarship  
   9.3 Evidence decision-making in complex and unpredictable contexts  
   9.4 Understand the application of safe working practices  
   9.5 Evidence transferable skills necessary for employment and requiring the process of personal decision-making

10. **A synopsis of the curriculum**

    The curriculum of this module consists of classes, rehearsal and performances in which students learn the application of acting skills, knowledge and understanding to the processes leading to, and including, public performances. Each rep occupies a period of five weeks of rehearsals, followed by one week of public performances, thereby exposing students to the circumstances of working professionally as actors. All productions will be directed by either a member of staff of the Academy, or an outside director familiar with the Academy’s working and assessment practices.

    Given the nature of vocational training, students may receive offers of professional engagements prior to graduation. In exceptional circumstances, and only if such an offer can be deemed to
represent a career-defining opportunity, LAMDA’s Principal may agree for a student to accept such work in place of in-house productions scheduled for summer term. The Principal would need to be satisfied that such work-based learning and assessment in a professional theatre or other performance medium would enable the student to meet the module’s learning outcomes, and be capable of being assessed as per section 13 below. The module also includes two duologue showings at London venues to agents and casting directors to help students in entering the profession. Supporting such exposure to industry professionals is an enrichment programme for Level 6 students; a series of professional preparation meetings with agents, casting directors and others able to advise on entry to the industry and sustaining a career within it.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

12. Learning and Teaching methods
Teaching and learning in each rep takes place during a timetabled five week period of rehearsals, followed by a one week period of performances. Students work with directors on each production, and are aided by specialist movement and voice tutors. All acting work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching are based on.
Throughout the module each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual targets for development. This tutorial draws on written reports form every class the student has taken. In addition, students receive informal feedback on solo and ensemble work throughout the module as part of LAMDA’s policy to monitor process.

| Hours per Rep: | 225h |

Module Specification Template (September 2015)
Module Specification Template (September 2015)

**Total Contact Hours:** 1125h

**Independent Study Hours:** 125h

**Total Study Hours:** 1250h

Please note that the hours allocated to this module are required to give students the opportunity to apply the skills developed in a performance-focused environment, thereby requiring the successful evidencing of understanding in its application on stage.

### 13. Assessment methods

Assessment is made according to the University of Kent’s assessment scheme, and its available percentage grades. The criteria applied are outlined in the LAMDA assessment form which identifies the competencies of student work according to the appropriate classifications.

All marking is undertaken by the module or production skills tutor, as appropriate. Marks are second-marked by the relevant Head of Department. All marks are moderated by the end-of-term joint Heads of Department meeting, which is attended by the Heads of Departments and the Head of the Drama School. First and second marking procedures follow the regulations as set out by the University of Kent.

This module will be assessed by 100% course work.

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by the assessing of each individual student’s attainment.

The assessment of course work is based on continuous evaluation which results in a summative report and overall grade of the student’s work at the end of the module. The student’s achievements results in two marks awarded at the end of the module; one mark for process and one for performance. Both marks recognise achievement and are weighted equally.

The assessment points for both marks are based on set work given to students, up to and including the last class or performance. To arrive at an overall module grade, the marks awarded are weighted as follows:

<table>
<thead>
<tr>
<th>Production</th>
<th>Individual development of (process)</th>
<th>Individual attainment (performance)</th>
<th>Overall percentage within module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rep 1</td>
<td>10%</td>
<td>10%</td>
<td>20%</td>
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<tr>
<td>Rep 2</td>
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<tr>
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<tr>
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<td>10%</td>
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A work-based engagement will be marked in the same way as an in-house production, taking into account both rehearsal process and performance. In place of an in-house or contracted director, it will be evaluated by discussion and input from the appropriate external production director(s), whose understanding of assessment is supported by LAMDA’s Academic Services division. However, the assessment of the student’s work will be made by a member of staff at LAMDA.
14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
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<th>8.4</th>
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15. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.**

16. **Campus(es) or Centre(s) where module will be delivered:**
   LAMDA, 155 Talgarth Road, London, W14 9DA

17. **Partner College/Validated Institution:**
   LAMDA, 155 Talgarth Road, London, W14 9DA

18. **University School responsible for the programme:**
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

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<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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