

## Liverpool John Moores University

Title: PROFESSIONAL DEVELOPMENT 3  
Status: Definitive  
Code: **6501SHA** (109539)  
Version Start Date: 01-08-2011

Owning School/Faculty: Liverpool Institute for Performing Arts  
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Arthur Bernstein	Y

**Academic Level:** FHEQ6  
**Credit Value:** 12.00  
**Total Delivered Hours:** 80.00  
**Total Learning Hours:** 120  
**Private Study:** 40

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	10.000
Practical	50.000
Seminar	20.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	PORTFOLIO	Showcase / mock Audition ; and Interview with CV and portfolio	50.0	1.00
Report	PLAN	On-going Professional Development Plan	50.0	1.00

### Aims

*To provide the student with a framework and the skills, knowledge and understanding for seeking out, developing, securing employment in their chosen area.*

*To consolidate the skills, knowledge and understanding developed throughout the programme and provides a focused and practical stepping stone towards first*

*employment / enterprise.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Promote and market themselves recognising the conventions of their chosen specific discipline (performer, designer, technician, manager, entrepreneur etc.)
- 2 Apply knowledge of the recruitment process for their chosen specific discipline (audition / interview / Portfolio review etc.)
- 3 Implement a comprehensive, considered, realistic and realisable personal business and career plan, which shows a detailed understanding of the specifics of their chosen sector.
- 4 Evaluate strengths and weaknesses as practitioners in their chosen field and develop an action plan for their on-going professional development (lifelong learning)

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

MOCK INTERVIEW & PORFOLIO	2	3
PROF DEVEL PLAN	1	4

## **Outline Syllabus**

*This module builds upon the level two professional development. Whereas at level two students undertake a broad survey of the sector in terms of employment and enterprise the level three students develop highly specific strategies and approaches based on their own aspirations and plans.*

- *Personal marketing and Promotion (including portfolio and CV)*
- *Audition and Interview technique / showcase*
- *On-going professional development planning / developing life-long learning*
- *Career Planning*
- *Business planning and development*

## **Learning Activities**

The module will be delivered via Lectures, discussions, masterclasses (external speakers) and other presentations.

## **References**

<b>Course Material</b>	Book
<b>Author</b>	Barrow, P
<b>Publishing Year</b>	2005
<b>Title</b>	The best-laid plans: how to the write them, how to pitch them.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Virgin.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Harrison, A
<b>Publishing Year</b>	2008
<b>Title</b>	Music: the business-the essential guide to the law and the deals.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Virgin.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Volz, J.
<b>Publishing Year</b>	2004
<b>Title</b>	How to Run a Theatre: a Witty, Practical and Fun Guide to Arts Management.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	New York: Back Stage Books.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Freakley, V & Sutton, R
<b>Publishing Year</b>	1996
<b>Title</b>	Essential guide to business in the performing arts.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Hodder & Stoughton.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Sprack, J.
<b>Publishing Year</b>	2007
<b>Title</b>	Employment law and practice.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London: Sweet and Maxwell.

ISBN	
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### Notes

For modules with multiple assessments students must pass all individual elements, as detailed in the Principles and Procedures for Higher Education A2.3.4