

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Drama

Awarding institution	Liverpool John Moores University
Teaching institution	LJMU
UCAS Code	W400
JACS Code	W400
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance, Drama and Performing Arts
Programme accredited by	Recognised by Drama UK
Description of accreditation	https://www.dramauk.co.uk/drama_uk_recognised_courses
Validated target and alternative exit awards	Bachelor of Arts with Honours in Drama Diploma of Higher Education in Drama Certificate of Higher Education in Drama
Programme Leader	Nicholas Phillips

Educational aims of the programme

To provide a collaborative and co-operative context in which to explore Drama as a medium of communication for the individual and the group.

To foster students creative enthusiasm for Drama, by engaging in scholarship through practice.

To facilitate opportunities for students to develop understanding of the techniques and skills, along with the artistic and cognitive insights necessary to engage effectively in the study and practice of Drama.

To promote the development of graduates who are critical independent thinkers possessing a range of transferable skills.

To embed undergraduate learning in a learning community informed by research and evolving practice in Drama, Theatre and Performance.

To enable students to view their own work in the wider context of employability and possible graduate pathways.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate and articulate knowledge of the performing and production processes that contribute to effective theatre practice.

Respond to a range of stimuli both in ensemble and individual contexts, as a creative practitioner.

Work co-operatively and effectively as a member of a team.

Discuss, analyse and reflect upon their own work, and that of their peers or other practitioners in the context of practical analysis.

Communicate effectively orally, in writing and in a group context.

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Analyse and critically evaluate their work and the work of others within enhanced critical frameworks.

Articulate and demonstrate knowledge of the key creative roles and processes in making theatre.

Differentiate the approach of key practitioners, theorists and associated methodologies at an abstract and practical level.

Use performance and workshop techniques associated with key cultural forms or practitioners in both applied and pure theatre contexts.

Communicate competently with an audience through the application of a range of practical production and technical skills.

Undertake applied research in a production context.

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Describe, interpret and evaluate performance texts from a range of critical and theoretical perspectives
2. Envisage and articulate the performance potential implied by a playscript or text
3. Analyse and evaluate their work and the work of others in an appropriate critical framework;
4. Exercise independent judgement, undertake investigations, select and present cogent conclusions about a given body of information and engage in rational informed debate
5. Engage in performance and production of a script based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods.
6. Work collaboratively to make new work or original interpretations of extant work, both in ensemble and individual contexts, as a creative practitioner in an identified role and in a range of theatre contexts.
7. Effect significant communication with an audience through the application of the practical production skills associated with performance.
8. Apply performance and workshop techniques associated with key cultural forms or practitioners.
9. Apply and maintain professional employment standards of ethics, codes of conduct and industry working practices in a company context
10. Engage in independent and group research as part of the processes of experimentation and creating new theatre works.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Knowledge and understanding is acquired via skill based and exploratory workshops, lectures, seminars, production work and discursive sessions in tutorial.

Knowledge and understanding is assessed via coursework including group and individual practical work supported by evaluative statements/reports, formal essays, oral presentations, dissertations and viva voce, including self and peer assessment where appropriate.

Intellectual (thinking) skills are promoted through teaching in lectures, practical class, seminar group discussion and tutorial. Learning to apply these thinking skills to drama is achieved by practical production work, formal essays and independent projects.

Intellectual (thinking) skills are assessed by coursework essays, oral presentations and viva. At level 6, students, with appropriate guidance undertake extended independent research and write a dissertation, which both addresses and measures key thinking.

Workshop based classes and production projects are the fundamental means of teaching and learning practical skills. Self, group and tutor evaluation inform the learning process at all levels but particularly so at Levels 4 and 5. At level 6 students' independence to experiment, develop and test their practical skills in creative projects is supported by regular meetings with staff and peers. Students set themselves targets for the acquisition of specific skills following Personal Development Planning (PDP) meeting with personal tutors and have the opportunity as the course progresses to identify a particular area of specialism in practice for L6 study, which is related to their understanding of their own employability or pathway after graduation. PDP further functions as a forum for discussion and a conduit for advice towards furthering the progress of the practice and the attendant skills. Specialist teachers are employed as necessary on courses requiring specific skills relevant to production projects.

Assessment of the practical skills is via coursework, workshop and production projects. Assessment involves the staff team monitoring and marking both the process and performance against agreed and written criteria.

Assessment of process learning is facilitated by tutor observation, individual logs, self-evaluative essays, self and peer assessment, and viva voce. Furthermore, there are other methods involved; for example Level 6 now includes a Platform presentation which is a short lecture/demonstration connecting scholarship and personal practice, and simulated professional contexts (audition/interview) are employed in developing and assessing

Theatre Portfolio at Level 6.

Transferable skills are taught and developed through seminars, group work, tutorials, independent study, and work-related learning. Sustained independent learning is supported by individual or group tutorials, individual or group supervision, and the formulation of learning agreements. Independence both artistically and in terms of scholarship increases incrementally with the levels. Students receive induction into basic IT skills at Level 4 and are encouraged to use these skills throughout all levels. CANVAS is used to support students' learning on all modules. The ethic of group work is established at level four, based on industry best practices, and developed throughout the programme. Communication and creative skills and endeavour are central to the programme and inform all practical and production work at all levels.

Assessment of transferable skills is through coursework at all levels. The forms of assessment are structured over the three years of the degree to allow students to develop certain transferable skills, such as those of presentation (oral or written) and communication, collaboration, self-reflection and the skills involved in learning independently.

Programme structure - programme rules and modules

The programme lasts three years and leads at the end of the third year to the award of a BA (with honours).

All modules are assigned a credit value according to the number of learning hours planned. All modules on the Drama programme are worth 20 credits as specified by the Academic Framework.

The programme also offers students an opportunity of an additional study year abroad following Level 5. Students take 5031DRAMA STUDY YEAR ABROAD (120 credits). Students will be enrolled on a 480 credit honours with study abroad programme. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6030DRAMA Advanced Theatre Practice 1 (20 credits) 6031DRAMA Production and Company Management (20 credits) 6032DRAMA Drama Platform Presentation (20 credits) 6033DRAMA Drama Dissertation (20 credits) 6034DRAMA Theatre Practice Portfolio (20 credits) 6035DRAMA Advanced Theatre Practice 2 (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5030DRAMA Making Theatre (20 credits) 5032DRAMA Contemporary Performance and Practitioners (20 credits) 5033DRAMA Production Project 2 - (Adapting) (20 credits) 5035DRAMA Specialist Practices (20 credits) 5036DRAMA Production Project 3 (Applied) (20 credits) 5037DRAMA Drama Research and Proposal (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4030DRAMA Performance Fundamentals (20 credits) 4031DRAMA Play and Spontaneity (20 credits) 4032DRAMA Production		120 core credits at level 4 0 option credits at level 4

Fundamentals (20 credits) 4033DRAMA Practical Text Analysis (20 credits) 4035DRAMA Theory in Practice (20 credits) 4036DRAMA Production Project 1 (Scripted) (20 credits)		
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Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

Work-based and work-related learning has been established and refined by the tutors and the students of the drama department over the past twenty years. The Level 6 course Theatre Portfolio prepares the students for the demands of working in the theatre and related cultural industries. The course encourages and facilitates student found placements and work related learning opportunities where appropriate, in Advanced Theatre Practice and Production and Company management modules, and as practice related to Drama Dissertation. There have been many examples of students gaining professional employment as a consequence of placements at Level 6 in professional environments such as; building based theatres (front of house, marketing, community outreach), small scale theatre companies (acting, tour booking, stage management), school drama departments (assistant teachers), casting agencies or media companies (production runners etc.).

Furthermore, the course provides students with input from the staff who collectively have professional credits as actors, playwrights, designers, stage managers and drama teachers. Crucially this input is supplemented by guest speakers who are currently working professionally in the field. As well as professional actors, writers, stage managers, cultural administrators and directors, many of whom are alumni of the department informing the course, ex-students who have successfully established new theatre companies also contribute.

Work-related learning is embedded in the practical and theoretical work throughout the programme.

Criteria for admission

A/AS Level

104 UCAS points from a minimum of 2 A Levels. Maximum of 20 AS points accepted

BTEC National Diploma

104 UCAS Tariff points

Irish Leaving Certificate

104 UCAS points. Maximum of 20 UCAS tariff points at Ordinary Level

Scottish Higher

104 UCAS points to include 2 Advanced Higher

International Baccalaureate

24 IB points

Access

At least 9 Distinctions and 36 Merits or any other combination that equates to 104 UCAS tariff points in a relevant subject

Other

Prior to starting the programme applicants must have obtained grade 4 or grade C or above in English

Language and Mathematics GCSE or an approved alternative qualification:

- Key Skills Level 2 in English/ Maths
- NVQ Level 2 Functional skills in Maths and English Writing and or Reading
- Skills for Life Level 2 in Numeracy/English
- Higher Diploma in Maths/ English
- Functional skills Level 2 in Maths/ English
- Northern Ireland Essential Skills Level 2 in communication or Application of Number

- Wales Essential Skills Level 2 in Communication or Application of Number

Mature entry

Applications are welcomed from mature and non-standard applicants, who will be considered on an individual basis. These applicants may be required to submit an essay and/or attend an interview, and should demonstrate potential and motivation and/or have relevant experience.

Overseas qualifications

International applications will be considered in line with UK qualifications

Any applicant whose first language is not English will be required to have IELTS 6.5 (minimum 6.0 in each component) or acceptable equivalent

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience

- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

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 takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.