

## Overview

<b>Programme Code</b>	30327
<b>Programme Title</b>	Drama
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	Nicholas Phillips
<b>Link Tutor(s)</b>	

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Diploma of Higher Education - DHE	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.
Alternative Exit	Bachelor of Arts - BA	Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects. A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject. Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.
Alternative Exit	Certificate of Higher Education - CHE	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.

Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	UG-Dance, Drama and Performance (2019)
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	LJMU Taught	3 Years

## Aims and Outcomes

### 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.

### Learning Outcomes

Code	Description
PLO1	Describe, interpret and evaluate performance texts from a range of critical and theoretical perspectives
PLO2	Engage in independent and group research as part of the processes of experimentation and creating new theatre works.
PLO3	Envisage and articulate the performance potential implied by a playscript or text
PLO4	Analyse and evaluate their work and the work of others in an appropriate critical framework;
PLO5	Exercise independent judgement, undertake investigations, select and present cogent conclusions about a given body of information and engage in rational informed debate
PLO6	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.
PLO7	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.
PLO8	Effect significant communication with an audience through the application of the practical production skills associated with performance.
PLO9	Apply performance and workshop techniques associated with key cultural forms or practitioners.
PLO10	Apply and maintain professional employment standards of ethics, codes of conduct and industry working practices in a company context

## Programme Structure

### Programme Structure Description

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.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4030DRAMA Performance Fundamentals Approved 2022.01 - 20 credit points	
[MODULE] 4031DRAMA Play and Spontaneity Approved 2022.02 - 20 credit points	
[MODULE] 4032DRAMA Production Fundamentals Approved 2022.01 - 20 credit points	
[MODULE] 4033DRAMA Practical Text Analysis Approved 2022.01 - 20 credit points	
[MODULE] 4035DRAMA Theory in Practice Approved 2022.03 - 20 credit points	
[MODULE] 4036DRAMA Production Project 1 (Scripted) Approved 2022.03 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5030DRAMA Making Theatre Approved 2022.02 - 20 credit points	
[MODULE] 5032DRAMA Contemporary Performance and Practitioners Approved 2022.01 - 20 credit points	
[MODULE] 5033DRAMA Production Project 2 - (Adapting) Approved 2022.01 - 20 credit points	
[MODULE] 5035DRAMA Specialist Practices Approved 2022.01 - 20 credit points	
[MODULE] 5036DRAMA Production Project 3 (Applied) Approved 2022.01 - 20 credit points	
[MODULE] 5037DRAMA Drama Research and Proposal Approved 2022.03 - 20 credit points	
Optional placement - 120 credit points	OPTIONAL
Study Abroad - 120 credit points	OPTIONAL
[MODULE] 5031DRAMA Study Year Abroad - Drama Approved 2022.01 - 120 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6030DRAMA Advanced Theatre Practice 1 Approved 2022.01 - 20 credit points	
[MODULE] 6031DRAMA Production and Company Management Approved 2022.01 - 20 credit points	
[MODULE] 6032DRAMA Drama Platform Presentation Approved 2022.02 - 20 credit points	
[MODULE] 6033DRAMA Drama Dissertation Approved 2022.02 - 20 credit points	
[MODULE] 6034DRAMA Theatre Practice Portfolio Approved 2022.02 - 20 credit points	
[MODULE] 6035DRAMA Advanced Theatre Practice 2 Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

## Teaching, Learning and Assessment

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.

## Opportunities for work related learning

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.

## Entry Requirements

Type	Description
Other international requirements	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
International Baccalaureate	24 IB points
BTECs	104 UCAS Tariff points
A levels	104 UCAS points from a minimum of 2 A Levels. Maximum of 20 AS points accepted
Alternative qualifications considered	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

### Extra Entry Requirements