

## Overview

<b>Programme Code</b>	35603
<b>Programme Title</b>	Applied Theatre & Community 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>	
<b>Link Tutor(s)</b>	Sarah Hogarth

<b>Partner Name</b>	<b>Partnership Type</b>
Liverpool Institute for Performing Arts	Validated

## 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	<p>Demonstrate praxis in consideration of the concept of Community, self and other, and the politics of space, place and identity</p> <p>Demonstrate an ability to design and deliver drama based workshops over a sustained period. Articulate a critical analysis of their own facilitation style and apply appropriate strategies to maximise strengths and address weaknesses. Utilise a range of directing techniques in the production of short text based work. Identify and analyse the factors affecting the development of a portfolio of freelance facilitation work. Employ a range of both simple and sophisticated devising techniques to create dramatic narrative. Apply acting, movement and voice skills in the creation and delivery of devised work for a specific audience. Apply project management skills, including the management of basic finance and design/implementation of an evaluation strategy, to a live project.</p> <p>Demonstrate an understanding of, and an ability to apply, theatre and drama techniques in formal education contexts. Demonstrate an understanding of, and an ability to apply, theatre and drama techniques that offer a counter-narrative to mainstream versions of a specific community's history and/or identity.</p>
Alternative Exit	Certificate of Higher Education - CHE	<p>Identify, summarise and explain major movements in theatre and drama, with specific reference to Applied Theatre/Drama, theatre for celebration and theatre with social and political purpose. Identify, describe, and summarise the key concepts and issues surrounding the design and applications of theatre games and exercises.</p> <p>Recognise and summarise their own facilitation style, identifying strengths and areas for development. Apply mask skills, movement, improvisation and vocal techniques in creating small group performances. Identify and summarise simple narrative structures and apply these in a story telling context. Demonstrate praxis in the creation and delivery of theatre with a social or political purpose.</p> <p>Identify key technical and architectural features of performance spaces and demonstrate an understanding of basic stagecraft. Evaluate their strengths and weaknesses as a performer and develop action plans to address these. Demonstrate an ability undertake a role in group work and engage in collective problem solving</p>

### Alternate Award Names

## External Benchmarks

### Subject Benchmark Statement

UG-Dance, Drama and Performance (2019), UG-Youth and Community Work (2019)

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	Liverpool Institute for Performing Arts	3 Years

## Aims and Outcomes

### Educational Aims of the Programme

The Programme has three key aims:

1. to prepare students for a career within the broad spectrum of contemporary community/applied drama practice, by
  - a. developing their facilitation and directing skills to a professional level
  - b. improving and broadening their skills as theatre practitioners.
  - c. enhancing their ability to operate as arts professionals, utilising the tools of entrepreneurship in the pursuit of social/cultural/political goals.
2. to cultivate a critical appreciation of the political, social and economic factors that have, and continue to impact upon the development of theatre and drama for, with and by specific communities.
3. to enable students to develop the skills required to sustain themselves within the field as active agents of change, with the ability to identify and negotiate agendas and adapt a core body of technique in the service of a variety of community and educational contexts.

### Learning Outcomes

Code	Description
PLO1	Histories, forms and traditions of performance, theoretical explanations of those histories and their impact on present Applied Theatre / Community Drama practices. (DDP)
PLO2	Describe, theorise, interpret and evaluate performance texts, events and participatory activities from a range of critical perspectives (DDP)
PLO3	Read the performance possibilities implied by a script and other textual or documentary sources (DDP)

<b>Code</b>	<b>Description</b>
PLO4	Research and examine information, materials and experience, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation. (DDP)
PLO5	Identify and analyse the social/cultural frameworks which surround Applied Theatre / Community Drama events and on which these events impinge, and take these into account in creating and/or interpreting performances (DDP)
PLO6	Engage with current debates on social/ cultural policy and funding
PLO7	Utilise a range of facilitation techniques to lead dynamic and meaningful practical drama work. (DDP)
PLO8	Design and implement short, medium and long term participatory projects for a range of participant groups and contexts. (DDP)
PLO9	Engage in participatory performance making, as either a facilitator or director, based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods (DDP)
PLO10	developing a repertoire of interpretative skills, practices and making techniques (physical/aural/spatial) and applying them effectively to engage with an audience/performance(DDP)
PLO11	Utilise theatre and drama based techniques as means of forging community, challenging inertia and encouraging participation.
PLO12	Key practitioners and practices; theorists, which may include writers and directors; applied / community theatre practice; the cultural and/or historical contexts of such practitioners and practices. (DDP)
PLO13	Identify discrimination, oppression and/or exclusion and developing strategic interventions to tackle these in different situations (YCW)
PLO14	Practice in an ethical manner, recognising the complex, contested and essential nature of ethical practice in this discipline. (YCW)
PLO15	Utilise structured techniques of reflection to analyse and improve facilitation and directing practice.
PLO16	Develop and manage projects, including the sourcing of funding and design and implementation of evaluations.
PLO17	Exhibit insight and confidence in managing themselves and drawing on conscious use of self in working with others and in leading or participating in teams (YCW)
PLO18	Communicate effectively with a wide range of individuals and groups using a variety of means (oral, visual, written). (DDP)
PLO19	Synthesise analysis and creativity to solve problems. (DDP)
PLO20	Manage complex accountabilities, including being able to compromise and negotiate without losing integrity and professional principles. (YCW)
PLO21	Manage time, prioritising workloads, recognising and manage personal emotions and stress. (DDP)
PLO22	Use generic ICT systems to communicate, evaluate and present information.
PLO23	A range of key components of performance including: text, movement, aural and visual environment, and the performer (DDP)

<b>Code</b>	<b>Description</b>
PLO24	Inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. (YCW)
PLO25	Significant sources and critical awareness of research methodologies used to explore and interrogate the fields of study. (DDP)
PLO26	Social policy and media discourses shaping practice, in order to work in the interests of young people and community group members. (YCW)
PLO27	The application of the practices and theories of Applied Theatre / Community Drama within a diverse range of social, educational and community contexts. (DDP)
PLO28	Project management, funding and social entrepreneurship in the context of the Applied Theatre / Community Drama field
PLO29	Recognise and compare multiple, competing perspectives and challenge the status quo and dominant ideas (YCW)
PLO30	Articulate theories of change and rationale for Applied Theatre / Community Drama interventions (YCW)

## Programme Structure

### Programme Structure Description

The programme is divided into study units called modules. The credit value for each module is indicated in brackets, e.g. (10). A 10 credit module is indicative of 100 hours total hours learning activity comprising student contact (lectures, workshops, seminars, tutorials and performance project supervision), course work preparation and private study. All learners take modules to the value of 120 credits each year/credit level. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module.

At Level 4 & 5 there are no options—all learners undertake the programme as specified. At level 6 learners undertake 80 credits of core modules and a choice of two 40 credit final project modules.

The full programme award, BA with Honours, is achieved upon the successful completion of 360 credits. Other awards are Diploma in Higher Education and Certificate in Higher Education.

Bachelor of Arts with Honours in Applied Theatre and Community Drama: 360 credits

Diploma of Higher Education in Applied Theatre and Community Drama: 240 credits from Level 4 & 5

Certificate of Higher Education in Applied Theatre and Community Drama: 120 credits from Level 4

<b>Programme Structure - 360 credit points</b>	
<b>Level 4 - 120 credit points</b>	
<b>Level 4 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 4500ATCD Origins: From Ritual to Revolution Approved 2022.01 - 20 credit points	
[MODULE] 4500PD1 The Professional 1 Approved 2022.01 - 10 credit points	
[MODULE] 4501ATCD Facilitating and Directing 1 Approved 2022.01 - 20 credit points	
[MODULE] 4502ATCD Acting and Performing 1.1 Approved 2022.01 - 20 credit points	
[MODULE] 4503ATCD Acting and Performing 1.2: Epic Realism in Practice Approved 2022.01 - 20 credit points	
[MODULE] 4504ATCD Voice and Movement Approved 2022.01 - 20 credit points	
[MODULE] 4505ATCD Pathways in Applied Theatre and Community Drama Approved 2022.01 - 10 credit points	
<b>Level 5 - 120 credit points</b>	
<b>Level 5 Core - 120 credit points</b>	<b>CORE</b>
[MODULE] 5500ATCD Facilitating and Directing 2 Approved 2022.01 - 40 credit points	
[MODULE] 5501ATCD Theatre in Education Approved 2022.01 - 20 credit points	
[MODULE] 5502ATCD Acting and Performing 2 Approved 2022.01 - 20 credit points	
[MODULE] 5503ATCD Intersecting Worlds Approved 2022.01 - 10 credit points	
[MODULE] 5504ATCD Community Performance as Counter-Narrative Approved 2022.01 - 20 credit points	
[MODULE] 5505ATCD The Professional 2 Approved 2022.01 - 10 credit points	
<b>Level 6 - 120 credit points</b>	
<b>Level 6 Core - 80 credit points</b>	<b>CORE</b>

[MODULE] 6500ATCD Theatre for Democracy and Advocacy Approved 2022.01 - 30 credit points	
[MODULE] 6501ATCD The Professional Facilitator/Director Approved 2022.01 - 20 credit points	
[MODULE] 6504ATCD Final Project Document Approved 2022.01 - 20 credit points	
[MODULE] 6505ATCD Drama Workshop Approved 2022.01 - 10 credit points	
<b>Level 6 Optional - 40 credit points</b>	<b>OPTIONAL</b>
[MODULE] 6502ATCD Individual Final Project Approved 2022.01 - 40 credit points	
[MODULE] 6503ATCD Individual Final Project (Company Option) Approved 2022.01 - 40 credit points	

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

### Approved variance from Academic Framework Regulations

Variance
Variance exists for year-long modules at levels 4, 5 and 6 and for a 40 credit module at level 5

## Teaching, Learning and Assessment

Acquisition of learning outcomes is through a combination of lectures, small group teaching and workshops in years 1, 2 and 3, with the emphasis gradually moving from analysis of past practices to consideration of the contemporary field. This is acquired through a combination of taught sessions and practical projects. The acquisition features in all modules and is seen as a foundation for all learning. Throughout, the learner is encouraged to undertake independent reading to both supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment is through a combination of essays, log books, presentations, placements and practical project work.

Intellectual skills are developed throughout the programme. Each module, whatever the format of the teaching, involves discussion of key issues, practice in applying concepts both theoretically and practically, analysis and interpretation of material, and individual feedback sessions for learners on work produced. Furthermore all practical work undertaken by the learner in community settings will require the development of these skills.

All learners receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Comprehensive bibliographies are provided for each module at the outset, as are guidelines for the production of coursework essays, extended essays and dissertations. Classes and tutorials are given on research design, data collection and analysis techniques.

Most modules feature some element of evaluative, analytical or contextual written work, usually in the form of essays, and regular feedback on this is given to the learner to develop not only their understanding but also their powers of expression.

All practical skills are initially taught through staff led workshop, lecture and seminar groups and then practised in simulated and or controlled environments. Learners then move on to developing these skills in real world contexts by leading projects in small groups before ultimately running sessions and projects alone. Both group led and individual projects are supported by staff supervision.

Skills are assessed through practical project work, presentations and continuous observation. Tutorials and written work submitted alongside practical work is also used to assess. It is assessed through a staff led self and peer appraisal activity for group work and via reflective tutorial or logbook for individual work.

Transferable skills are developed through taught sessions, group work, tutorials, practical workshops and independent study

Assessment of transferable skills is through coursework at all levels. A variety of assessment vehicles are employed over the three years of study to allow students to develop a range of transferable skills, including presentation (oral and written), communication, collaboration, evaluation and learning independently.



## Opportunities for work related learning

At Level 4, in Facilitating and Directing 1 (20 credits) learners undertake a short placement. They are expected to research and apply for their own placement and are assessed on their analysis of the context and professional practice that they observe. At Level 5 learners undertake two projects in real world settings as part of Theatre in Education (20 credits) and Community Performance as Counter-Narrative (20). Also at Level 5 as part of Facilitating and Directing 2 (40) learners are required to engage in further work-based placements and are assessed on both their critical analysis of the context and their leadership of an observed workshop. Level 6 offer two opportunities for work-based learning. In Theatre for Democracy(30) learners work directly with community group in association with a public or voluntary sector body. Finally the Individual Final Project(40) requires the student to lead a community group in a 10-12 week process based project.

## Entry Requirements

Type	Description
BTECs	Extended Diploma (i.e. Merit, Merit, Pass profile). BTEC Diploma (i.e. Distinction, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 72 (2017 UCAS tariff points) or 180 (2016 UCAS tariff points) across both qualifications. 90 Credit Diploma (Distinction, Distinction). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 72 (2017 UCAS tariff points) or 180 (2016 UCAS tariff points) across both qualifications.
Other international requirements	Overseas Qualifications We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course. The IELTS score for candidates is 6.
A levels	We are committed to accepting students on to this course who have the potential to succeed as practitioners and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements. The key attributes that we seek to identify are: <ul style="list-style-type: none"> <li>• Knowledge, ability and experience of applied theatre and community drama</li> <li>• Commitment to the performing arts</li> <li>• Ability to work effectively with others</li> <li>• Broad interest and engagement</li> <li>• Self-awareness</li> <li>• Spirit of enterprise</li> </ul> The minimum educational standard that we are looking for is: GCSEs We normally require a minimum of five GCSEs grade C. These should include Maths and English. Plus a minimum of 72 UCAS tariff points (2017 tariff) or 180 UCAS tariff points (2016 tariff) We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with: A/AS Level This should be from two A Levels (i.e. grades B, C), excluding General Studies. Points from AS and Key Skills are not counted.

Alternative qualifications considered	<p>Audition or Interview Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form. We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes. The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed. At the audition we provide an overview of LIPA and candidates are asked to present a devised piece. They also take part in a practical workshop and interview. In exceptional cases an offer of a place may be made on the basis of the application form alone. Equal Opportunity LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds. To ensure we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity.</p> <p>Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers If you can demonstrate that you have already achieved learning equivalent to a module or modules, or a level of study, in the programme then you may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution. You will be required to complete an application to have your qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and you will proceed on to the appropriate level of the course to complete the remaining credit for the award.</p>
International Baccalaureate	Acceptable on its own and with other qualifications. Welsh Baccalaureate Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.

## Extra Entry Requirements