

# PROGRAMME SPECIFICATION

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## Bachelor of Arts with Honours in Drama and English Literature

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	QW34
<b>JACS Code</b>	Q300, W400
<b>Programme Duration</b>	Full-Time: 3 Years
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	English and Dance, Drama and Performing Arts 2015
<b>Programme accredited by</b>	
<b>Description of accreditation</b>	
<b>Validated target and alternative exit awards</b>	Bachelor of Arts with Honours in Drama and English Literature Diploma of Higher Education in Drama and English Literature Certificate of Higher Education in Drama and English Literature
<b>Programme Leader</b>	Nicholas Phillips

## Educational aims of the programme

The Single Honours degree programme in Drama and English gives students the opportunity to study two distinct but cognate academic disciplines.

Both subjects are concerned with the ways in which cultural artefacts express meanings that are central to an experience of life. English emphasises reading, analysis, contextualisation and discussion of a range of fictional and non-fictional texts while Drama focuses on texts in production and performance, their production and history as well as the development of a range of new theatre crafts and new work.

In Drama there is an emphasis on group work, production and performance combining the theoretical with the creative and practical such that learning is achieved both through the collaborative process and individual study. Although group discussion is central to the study of English, there is more emphasis on students working as individuals engaged in reading and writing on issues in literature.

In combination the two disciplines aim to :

- Provide students with appropriate development in and synthesis of kinaesthetic and performative skills with analytic and verbal abilities
- Extend students' ability to analyse critically and work creatively with a variety of cultural texts, both literary and performative
- Enable students to develop their abilities to work both independently and collaboratively, as critical and creative thinkers and communicators.
- Enable students to view their own work in the wider context of employability and possible graduate pathways.
- Promote the development of graduates who are critical independent thinkers possessing a range of transferable skills.

The additional specific aims of the Drama programme are to:

- Provide a collaborative and co-operative context in which to explore Drama as a medium of communication for the individual and the group.
- Foster students' creative enthusiasm for Drama, by engaging in scholarship through practice
- 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.

The additional specific educational aims of the English programme are to:

- Provide a programme that is concerned with the study of the production, reception and interpretation of written

texts in English from diverse literary and cultural forms and genres from the seventeenth century to the present

- Enable students to acquire skills in analysing a range of forms of writing and explore ways in which meanings and cultural identities are informed by historical, social and political processes
- Introduce students to the problematic of reading and issues of language and meaning through attention to the dynamics of textual production, reception and interpretation.

### **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 processes that contribute to effective theatre practice.

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

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

Discuss their own creative work and the work of other students, playwrights and writers effectively.

Communicate effectively in a group discussion, and through individual presentation, written academic assignment and performance.

Demonstrate the ability to research and reference sources and utilise a range of graduate skills

### **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 exploring a range of literary texts for performance.

Communicate competently with an audience or reader through the application of a range of literary and theatre production skills.

Undertake applied research in a production context.

Demonstrate a deeper knowledge of particular literary and historical periods, forms and themes.

## **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. Envisage and articulate the performance potential implied by a playscript or other text
2. Analyse and evaluate their work and the work of others in an appropriate critical framework;
3. Exercise independent judgement, undertake investigations, select and present cogent conclusions about a given body of information and engage in rational informed debate
4. Engage with a series of themes and issues essential to the understanding of society, culture, and the forms of representation that prevail in them
5. Research and synthesise information, ideas and critical perspectives on literary and performance texts and present reasoned argument
6. 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.
7. 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/performance contexts.
8. Effect significant communication with an audience through the application of the practical skills associated with performance.
9. Apply performance and workshop techniques associated with key cultural forms or practitioners.
10. Apply and maintain professional employment standards of ethics, codes of conduct and industry working practices in a company context
11. Engage in independent and group research as part of the processes of experimentation and creating new

work.

12. Produce written or oral critique of literary and performance texts appropriate to target readership and/or audience

## Teaching, Learning and Assessment

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

The 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 and English is achieved by practical production work, creative writing, seminars, formal essays and independent projects.

Intellectual (thinking) skills are assessed by coursework essays, oral presentations and viva. At level six, 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 professional 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 tutors and have the opportunity as the course progresses to identify a particular area of specialism in practice for Level 6 study. In Drama, this is focused in Advanced Theatre Practice 1 and 2, and, in English, through the selection from a range of options. Students are encouraged to relate this 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.

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 and English Literature programme are worth 20 credits as specified by the Academic Framework.

Level 4:

Students take three core Drama and three core English modules, providing a firm shared introductory basis to the disciplines and the connection between them.

Level 5:

Students take two core modules in Drama in Semester One (5032DRAMA Contemporary Practitioners & Performance and 5034DRAMA Script Workshop) to ensure that students continue to experience a mix of theoretical and practical work. They then may opt to do a further 20 credit module - either 5035DRAMA Specialist Practices or 5037DRAMA Drama Research & Proposal (students must opt for the latter if they intend to take 6033DRAMA Drama Dissertation at Level 6).

They should then select three further 20 credit modules from the portfolio of option choices in English - one in Semester One and two in Semester Two.

Level 6:

Students take two core modules in Drama - 6030DRAMA Advanced Theatre Practice 1 (Sem 1) and 6035DRAMA Advanced Theatre Practice 2 (Sem 2), within which they can opt to focus on individual specialisms, including directing, writing or acting as part of developing employability/work-related learning leading to a season of public performance work . They must then opt between 6032DRAMA Drama Platform Presentation (Sem 1) or 6033DRAMA Drama Dissertation (year Long with the pre-requisite of 5037DRAMA Drama Research & Proposal at Level 5).

In English Level 6, modules are optional and students may choose their 60 credits in this discipline. Only a selection of the validated English option modules will run each year. If choosing 6032DRAMA Drama Platform Presentation, students should pick only one option in English in Sem 1 and 2 in Sem 2. If choosing 6033DRAMA Drama Dissertation then two English options in Sem 1 is viable.

The programme also offers students an opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 480 credit honours with study abroad programme. Of those 480 credits, 120 will be taken via a Level 5 study abroad module (5031DRENG). 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) 6035DRAMA Advanced Theatre Practice 2 (20 credits)	6032DRAMA Drama Platform Presentation (20 credits) 6033DRAMA Drama Dissertation (20 credits) 6100ENGL English Dissertation (20 credits) 6109ENGL Our House: Representing Domestic Space (20 credits) 6110ENGL Post-Millennial British Fiction (20 credits) 6111ENGL Race in America (20 credits) 6113ENGL Shakespeare (20 credits) 6114ENGL Tales of the Market: Capitalism and Critique (20 credits) 6116ENGL Vamps and Villains: Exploring Gothic Fiction (20 credits) 6117ENGL World Literature: Writing from the Periphery (20 credits) 6118ENGL Writing Lives: Collaborative Research Project on Working-Class Autobiography (20 credits) 6122ENGL Transitions: Identities in the Interwar Years (20 credits) 6124ENGL Violence in Nineteenth-Century Literature (20 credits)	40 core credits at level 6 80 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5032DRAMA Contemporary Performance and Practitioners (20 credits) 5034DRAMA Script Workshop (20 credits)	5035DRAMA Specialist Practices (20 credits) 5037DRAMA Drama Research and Proposal (20 credits) 5102ENGL Body, Mind & Soul: seventeenth-century literature and culture (20 credits) 5104ENGL International Experience (20 credits) 5107ENGL Modernism and Modernity (20 credits) 5108ENGL Poetry Matters (20 credits)	40 core credits at level 5 80 option credits at level 5

	5109ENGL Postcolonial Writing: Power, Art and Protest (20 credits) 5111ENGL Romanticism: Revolution, Reaction & Representation (20 credits) 5112ENGL Short Cuts: Writing in Brief (20 credits) 5114ENGL The Victorians: Realism and Sensation (20 credits) 5115ENGL The Literature of Extinction: American Writing and the Environment (20 credits) 5116ENGL Prison Voices: Narratives of Crime and Punishment in the 19th Century (20 credits) 5117ENGL Working in the USA (20 credits) 5119ENGL English Work Experience (20 credits) 5124ENGL Migrants to the Screen (20 credits) 5125ENGL Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing (20 credits)	
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4100ENGL Reading English (20 credits) 4103ENGL Literary & Cultural Theory (20 credits) 4114ENGL Literature in Context: Britain in the 1950s (20 credits) 4130DRAMA Performance Fundamentals (20 credits) 4134DRAMA The Physical Text (20 credits) 4136DRAMA Production Project 1 (Scripted) (20 credits)		120 core credits at level 4 0 option credits at level 4

## 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)

All students in their first year of study (Level 4) will have an opportunity to engage with the university's career development and employability programme, as an integral part of a core module of study, establishing a context of assessing personal employability, within which students are encouraged to view their overall study.

Further opportunities for work-related learning on the Drama and English programme are also offered by modules at Levels 5/6.

English students work with a range of writers, publishers, literary editors, and theatre/film makers. They also benefit from external links with the publishing and related literary industries, and there are opportunities for placement within three work-related modules at Level 5 in English.

Work-related learning has also been refined by the tutors and students of the Drama department over the past twenty years. The course encourages and facilitates student found placements and work related learning opportunities as an option at Level 6, 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. Many alumni of the department contribute to the course, including those who have successfully established new theatre companies.

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). An English subject is preferred, e.g. English Language, English Literature, English Language/Literature or Creative Writing. Subjects such as Drama, Theatre Studies, Film Studies, Religious Education, History and Media Studies will also be considered.

### **BTEC National Diploma**

Performing Arts, Production Arts or Creative Media Production are preferred from applicants studying BTEC qualifications.

### **Irish Leaving Certificate**

104 UCAS points to include a relevant subject at Higher Level.

### **Scottish Higher**

104 UCAS points to include a relevant subject at Higher Level.

### **International Baccalaureate**

104 UCAS points from IB Composite parts to include a relevant subject at Higher Level (HL).

### **Access**

At least 24 Distinctions and 21 Merits, or any other combination that equates to 104 UCAS 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
- Welsh GCSE in Maths
- Welsh GCSE in Numeracy
- Wales Essential Skills Level 2 in Communication or Application of Number

All applicants are required to attend an audition and interview.

### **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](http://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.*