

Overview

Programme Code	36379
Programme Title	Professional Practice: Theatre and Drama Facilitation
Awarding Institution	Liverpool John Moores University
Programme Type	Masters
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Mark Smith

Partner Name	Partnership Type
Liverpool Institute for Performing Arts	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	<p>1. Apply sophisticated processes of work-based learning and reflective practice as a facilitator/director in the field of theatre and drama facilitation</p> <p>2. Identify and systematically appraise the interrelationship of a broad range of dynamics, logistical factors and pedagogical strategies at play in a drama workshop</p> <p>3. Analyse and review the efficacy of participatory drama work in order to develop and implement action plans to bring about desired goals</p> <p>4. Recognise the relationship between various types of professional knowledge and apply this in making and justifying judgements and developing policy</p> <p>5. Flexibly and creatively apply knowledge in unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions to dilemmas and contexts of continuous change</p> <p>6. Identify and appraise appropriate planning, business and communication paradigms in the pursuance of professional goals</p> <p>7. Demonstrate executive effectiveness in pursuing the stages of a chosen approach in relation to a clearly established professional goal</p>
Alternative Exit	Postgraduate Diploma - PD	<p>1. Apply sophisticated processes of work-based learning and reflective practice as a facilitator/director in the field of theatre and drama facilitation</p> <p>2. Identify and systematically appraise the interrelationship of a broad range of dynamics, logistical factors and pedagogical strategies at play in a drama workshop</p> <p>3. Analyse and review the efficacy of participatory drama work in order to develop and implement action plans to bring about desired goals</p> <p>4. Recognise the relationship between various types of professional knowledge and apply this in making and justifying judgements and developing policy</p> <p>5. Flexibly and creatively apply knowledge in unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions to dilemmas and contexts of continuous change</p> <p>6. Identify and appraise appropriate planning, business and communication paradigms in the pursuance of professional goals</p> <p>7. Demonstrate executive effectiveness in pursuing the stages of a chosen approach in relation to a clearly established professional goal</p> <p>8. Demonstrate mastery in the delivery of a specific theatre/drama skill workshop synthesising a high level of practical expertise with a deep understanding of theory and knowledge that underpins the practice</p> <p>9. Demonstrate a comprehensive ability to plan a range of drama workshops and deliver these in complex and/or unpredictable contexts</p> <p>10. Synthesise practical drama work, reflective practice, research informed decision making and executive effectiveness in specific projects, delivery contexts and domains of Applied Theatre/Drama</p>

Alternate Award Names

External Benchmarks

Subject Benchmark Statement

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	January	Liverpool Institute for Performing Arts	1 Years

Aims and Outcomes

Educational Aims of the Programme

The MA Professional Practice: Theatre and Drama Facilitation is a postgraduate programme that blends work-based, distance and modular learning to enable professional drama practitioners to develop their career by:

- Advancing, developing and renewing existing drama facilitation practice.
- Cultivating reflective practice and criticality as catalysts for on-going work-based learning, professional development and contribution to the field of drama and theatre facilitation.
- Exploiting appropriate analytical and project management paradigms and techniques in pursuance of professional goals.

Learning Outcomes

Code	Description
PLO1	Apply sophisticated processes of work-based learning and reflective practice as a facilitator/director in the field of theatre and drama facilitation;
PLO2	Synthesise practical drama work, reflective practice, research informed decision making and executive effectiveness in specific projects, delivery contexts and domains of Applied Theatre/Drama;
PLO3	Work effectively as a leader of a substantial drama/theatre project, autonomously implementing and evaluating improvements to own and others performance, drawing on innovative or sectoral best practice;
PLO4	Communicate effectively in complex professional contexts in a form and manner which is clear and appropriately varied in style and medium according to particular audiences and purposes.

Code	Description
PLO5	Reflect upon personal development and engage in professional career planning.
PLO6	Identify and systematically appraise the interrelationship of a broad range of dynamics, logistical factors and pedagogical strategies at play in a drama workshop;
PLO7	Analyse and review the efficacy of participatory drama work in order to develop and implement action plans to bring about desired goals;
PLO8	Recognise the relationship between various types of professional knowledge and apply this in making and justifying judgements and developing policy;
PLO9	Flexibly and creatively apply knowledge in unfamiliar contexts, synthesise ideas or information in innovative ways, and generate transformative solutions to dilemmas and contexts of continuous change;
PLO10	Identify and appraise appropriate planning, business and communication paradigms in the pursuance of professional goals;
PLO11	Demonstrate executive effectiveness in pursuing the stages of a chosen approach in relation to a clearly established professional goal;
PLO12	Demonstrate mastery in the delivery of a specific theatre/drama skill workshop synthesising a high level of practical expertise with a deep understanding of theory and knowledge that underpins the practice;
PLO13	Demonstrate a comprehensive ability to plan a range of drama workshops and deliver these in complex and/or unpredictable contexts;

Programme Structure

Programme Structure Description

Postgraduate Certificate - 60 credits

Must include: 7500ATCD Advanced Facilitation 1: The Reflective Practitioner (20 credits)

Postgraduate Diploma - 120 credits

Must include: 7500ATCD Advanced Facilitation 1: The Reflective Practitioner (20 credits) and 7501ATCD Advanced Facilitation 2: Skills and Repertoire (20 credits)

MA - 180 credits

Also complete: Practice Dissertation (60 credits)

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 160 credit points	CORE
[MODULE] 7500ATCD Advanced Facilitation 1 Approved 2022.01 - 20 credit points	
[MODULE] 7501ATCD Advanced Facilitation 2 Approved 2022.01 - 20 credit points	
[MODULE] 7502ATCD Critical Perspectives Approved 2022.01 - 20 credit points	
[MODULE] 7503ATCD Executive Effectiveness: Enterprise, Organisation and Management Approved 2022.01 - 20 credit points	
[MODULE] 7507ATCD Combined Project Approved 2022.01 - 20 credit points	
[MODULE] 7508ATCD Practice Dissertation Approved 2022.01 - 60 credit points	
Level 7 Optional - 20 credit points	OPTIONAL
[MODULE] 7504ATCD Directing for and with young people Approved 2022.01 - 20 credit points	
[MODULE] 7505ATCD Creative Learning and Outreach Approved 2022.01 - 20 credit points	
[MODULE] 7506ATCD Difficult Discussions: Facilitating controversy in public engagement Approved 2022.01 - 20 credit points	

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

Teaching, Learning and Assessment

At Masters level we have the expectation that students operate in complex situations or face complex problems which require sophisticated judgement. That judgement should be clearly explained by reference to appropriate evidence. In addition, there should be clear engagement with new and emergent areas in their chosen field. FHEQ descriptors are clear in this regard “deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences” (FHEQ B1) and “originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline” (FHEQ A3). With this in mind, students will utilise ideas, policy arguments and critical concepts across the fields of education, politics and the performing arts to inform decision-making in their professional practice.

Students will be encouraged to utilise their existing expertise as a platform to enhance and develop their career. The focus is on capturing workplace learning as an implicit and ongoing feature of professional practice, exploiting the various modes of knowledge which can be used in theatre and drama facilitation to improve outcomes for both the participants and the facilitator themselves. In short, the programme is about learning for work, at work and through work.

Modules follow a similar pattern beginning with taught delivery followed by a period of work-based learning in which the new skills/techniques/knowledge are explored in practice. This learning is then reflected upon during a weekend seminar workshop leading to the development of action plan to deliver assessed work over a final period of work-based study. Thus, the teaching strategy blends intensive taught delivery with ongoing distance/work-based learning strategies which will take place across a range of digital platforms. Several modules will require journaling for reflective practice, and this will take the form of online blogs, augmented with the digital capture of practical work for further reflection and feedback from supervisors. Elements of this work will also be shared with other students with a view to creating and maintaining a community of practice – something often lacking in a field which by its nature leads to solo practice. Formative feedback is therefore not just embedded in the programme but is a key component of delivery.

Summative feedback will be given on coursework in line with the LJMU policy given in the Programme Specification. The Programme Leader has responsibility for ensuring that the programme has developed an assessment schedule before teaching commences. This will be managed at a local level by the Director of School/Head of Department.

Opportunities for work related learning

This programme is focused on learning at, about, and through work. All modules centre on work-based learning.

Entry Requirements

Type	Description
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Alternative qualifications considered	Undergraduate Degree in a cognate area, normally at 2:1 or above or equivalent professional practice. By focusing on reflective practice and work-based learning, students will utilise their existing employment or self-generated work as the means to engage with both skill and career development. As a result of this, a pre-requisite of the course is that students must have at least a year's facilitation or teaching experience (this could be part of an undergraduate course) and be leading at least one educational or community based drama group (paid or unpaid) for the duration of the programme. Entry will be by interview and audition.
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Extra Entry Requirements
