



<b>A. Course Information</b>																								
<b>Final award title(s)</b>	BA (Hons) Drama and Performance																							
<b>Intermediate exit award title(s)</b>	Cert HE Dip HE																							
<b>UCAS Code</b>		<b>Course Code(s)</b>	4194																					
	London South Bank University																							
<b>School</b>	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																							
<b>Division</b>	Arts and Performance																							
<b>Course Director</b>	Gill Foster																							
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <b>please specify</b>																							
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify																							
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>3 years</td> <td>Sept</td> <td>June</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Mode	Length years	Start - month	Finish - month	Full time	3 years	Sept	June	Full time with placement/ sandwich year				Part time				Part time with Placement/ sandwich year						
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	Full time	3 years	Sept	June																				
	Full time with placement/ sandwich year																							
	Part time																							
	Part time with Placement/ sandwich year																							
<b>Is this course generally suitable for visa sponsored students?</b>	Yes																							
<b>Approval dates:</b>	Course(s) validated / Subject to validation	27/3/2017																						
	Course specification last updated and signed off	September 2021																						
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	n/a																							
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020																						

		Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<p>Students will study, learn and train with industry professionals. The distinctive features of the course include</p> <ul style="list-style-type: none"> <li>• Wide range of professional practice modules</li> <li>• The LSBU Student Theatre Company membership and season in semester 1 of Level 5</li> <li>• Majority of modules taught by working industry practitioners</li> <li>• Focus on employability with 2 industry led symposia: a Creative Industries Employment Symposium in semester 1 of Level 6 and the Acting Masterclass Symposium in semester 2 of level 6</li> <li>• Three pathways embedded throughout the course focusing on academic and critical thinking; acting and performance skills and technique and creative theatre making</li> <li>• Graduates leave the course as adaptable and creative, artists, actors, thinkers and theatre makers equipped for future study and/or portfolio careers in the creative industries and beyond.</li> <li>• Curriculum Partnership with theatre companies such as Frantic Assembly, Shakespeare's Globe, New York Theatre Workshop</li> <li>• Excellent enhancement programme including free masterclasses, free theatre tickets, access to professional projects and workshops</li> <li>• Free vocal tuition for the three years of the course</li> <li>• Free stage combat classes at the Sports Centre</li> <li>• International enhancement partnerships with Ryerson in Canada, TAI in Madrid and Au Brana Theatre in France</li> <li>• Excellent employability support – weekly casting calls, audition technique sessions, level 6 symposia, access to the South Bank Collective</li> </ul>	
<b>Course Aims</b>	<p>The BA (Hons) Drama and Performance aims:</p> <ol style="list-style-type: none"> <li>1. To provide students with a broad knowledge and understanding of the ways in which performance originates, is created and received, including the histories, theories, forms, traditions and contemporary contexts of performance and the stage.</li> <li>2. To develop and refine students' general cognitive, analytical, critical and research skills and the ability to apply these self-reflexively to the analysis and interpretation of performance, both as receiver and creator of theatre.</li> <li>3. To equip students with the appropriate expressive and technical performance skills essential to the creation of performance based on a knowledge and understanding of professional theatre practice.</li> <li>4. To develop the practice and articulation of individual students' creative process with specific emphasis on physical theatre techniques,</li> </ol>	

	<p>contemporary practices of textual adaptation, experimental performance forms and multimedia strategies.</p> <p>5. To encourage students to appreciate and understand both collaborative and individual processes in the research and creation of original performance within appropriate cultural frameworks</p> <p>6. To develop students' awareness of the socio-political and cultural context to contemporary performance making and develop an ethical practice that reflects the citizenship and community responsibilities of performers and theatre makers.</p> <p>7. To equip students with the essential skills and graduate attributes required for finding and developing appropriate employment opportunities in both the creative industries and the wider working world.</p>
<p><b>Course Learning Outcomes</b></p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1 the origins of the history and development of drama, theatre and performance cultures and an understanding of the different ways in which these histories and developments can be understood in relation to cultural change.</p> <p>A2 the history and ways in which the relationships between performer, performance space and audience have developed in the world of drama.</p> <p>A3 key production processes and professional practices – including health and safety practice – for director, designer, writer, performers and other key artistic personnel relevant to drama and performance and an evaluation of ways of conceptualising creativity and authorship, together with an understanding of the professional, technical and formal choices which realise, develop or challenge existing practices</p> <p>A4 a range of theatre and performance texts and productions and an awareness of the aesthetic and formal qualities of drama and its relationship to the production of meaning.</p> <p>A5 of the broader traditions and cultural context of the performing and visual, live and recorded arts in which drama has taken place and continues to do so.</p> <p>A6 key practitioners and practices in contemporary cultures but also a knowledge of how historical practices influences the practitioners of today.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Demonstrate the ability to analyse in detail, and from a variety of standpoints (e.g. aesthetic, formal, cultural) performance methodologies, play-texts, and other performative media.</p> <p>B2 Show a critical understanding of the key theoretical approaches and debates relating to the academic study of the media, culture and society,</p>

and their relationship to performance methodologies, play-texts, and other performative media.

B3 Demonstrate the ability to analyse what elements constitute a “theatrical” experience and form a critical judgement from a variety of standpoints regarding individual practitioners and productions.

B4 Demonstrate an understanding of how design and technologies in the theatre environment structure and influence the possibilities and limits of cultural forms of the theatrical experience.

B5 Demonstrate self-reflexivity and creative independence towards one’s own work.

B6 a critical awareness of research methodologies used to explore and interrogate the fields of study.

c) Students will acquire and develop practical skills such that they are able to:

C1 create original work using the skills and crafts of performance making

C2 develop strong physical and movement skills which are used to develop confident and expressive performance outcomes.

C3 describe, realise and interpret a script, score or other textual or documentary source in public performance.

C4 develop a range of technical and expressive skills in acting and performance based on an understanding of different methods of training the actor.

C5 demonstrate expertise in the use and application of technology in performance – including sound and lighting design, the use of live media in performance and the expressive possibilities of technology.

C6 Experiment with forms, conventions, techniques and practices to initiate, develop and realise distinctive produced theatrical experiences

d) Students will acquire and develop transferrable skills such that they are able to:

D1 Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity

D2 Organise and manage supervised and self-directed projects.

D3 Communicate effectively in interpersonal settings, in writing and orally.

D4 Work productively in a group or team, showing abilities at different times to listen contribute and lead effectively.

	<p>D5 Able to synthesise utilise and develop information through compiling, presenting and using relevant material from a range of sources including, literature, the professional world, tutors and peers</p> <p>D6 Analyse and critically examine a diverse range of information sources and media</p> <p>D7 Demonstrate independence of thought and a self-reflexive approach to a range of situations.</p> <p>D8 Develop excellent interpersonal skills and an ability to deal with a range of complex relationships within groups.</p>
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### **C. Teaching and Learning Strategy**

- Taught through a mix of lecture, seminar, small group rehearsal, whole group rehearsals
- Focus on independent learning increases through the levels.
- Students have access to bookable sessions with skills for learning and the library which at busy periods is open 24 hours.
- The course is taught by senior and junior lecturers supported by a graduate teaching assistant who is studying for an MREs and is supported by an academic mentor.
- Activities, records of lectures, reading lists and recommended theatre performances can be found on the VLE.

### **D. Assessment**

- The majority of modules are assessed by a mix of formative and summative assessment.
- Assessments happen in class and at the end of semester. Students must pass all modules to progress to the next level of study.

### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

### **F. Entry Requirements**

- A level 3 qualification, such as an A Level or BTEC, in Drama, Theatre or Performing Arts. If appropriate, significant and relevant experience directly connected to the discipline of Drama may be accepted as a substitute for a level 3 qualification in Drama, Theatre or Performing Arts. Such experience may take the form of regular and sustained attendance at a national theatre training programme or a recognised youth theatre. In some cases, applicants may present with professional theatre, TV or film experience which is also acceptable as an alternative to a recognised qualification. All applicants will be required to attend for audition or interview.

### **G. Course structure(s)**

BA Drama and Performance Course Structure

<b>Level 4</b>			
Semester 1 (All core)		Semester 2 (2 core / 1 option)	
Theatre Workshop (20)		Performance Lab (20)	
Performance Histories (20)		20 <sup>th</sup> Century Practice (20)	
Acting a Role (20)	Option 1: Acting the Text (20)	Option 2: Movement for Actors	Option 3: Workshop in Development
<b>Level 5</b>			
Semester 1 (all core)		Semester 2 (1 core 2 options)	
Critical Frameworks (10)		Practices of Adaptation (20)	
Company in Residence – delivered by Frantic Assembly (10)	Option A (choose 1)	Option B (choose 1)	
Collaborative Production (20)	Body and Performance (20)	Multimedia Performance (20)	
Theatre and Audience (20)	Text and Performance (20)	Site Specific Performance (20)	
<b>Level 6</b>			
Semester 1 (2 core / 1 or 2 options)		Semester 2 (choose 1 option)	
Research Project (20)		Independent Performance Project (60)	
Creative Strategies (20)		Independent Practice as Research (60)	
Either 2 x 10 credits OR 1 x 20 credit option		Dissertation (60)	
Option A (choose 1)	Option B (choose 1)		
Professional Toolkit (10)	Digital Performance Technologies (10)		
Classical Acting (10)	Acting for Screen (10)		
OR 1 x 20 credits Theatre As Social Activism (20)			

### Placements information

N/A

### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
CWP-4-PHS	Performance Histories	4	1	20	
tbc	Theatre Workshop	4	1	20	
tbc	Acting a Role	4	1	20	
CWP-4-TCP	Twentieth Century Practice	4	1	20	
CWP-4-PAL	Performance Lab	4	2	20	
tbc	Acting the Text (optional)	4	2	20	

tbc	Movement for Actors (optional)	4	2	20	
tbc	Workshop in Development	4	2	20	
tbc	Critical Frameworks	5	1	10	
tbc	Company in Residence	5	1	10	
tbc	Theatre and Audience	5	1	20	
CWP-5-CPR	Collaborative Production	5	1	20	
AME-5-POA	Practices of Adaptation	5	2	20	
AME-5-MMP	Multimedia Performance (optional)	5	2	20	
tbc	Site-Specific Performance (optional)	5	2	20	
CWP-5-TAP	Text and Performance (optional)	5	2	20	
tbc	Body and Performance (optional)	5	2	20	
AAP-6-RPR	Research Project	6	1	20	
CWP-6-CRT	Creative Strategies	6	1	20	
CIN_6_TSA	Theatre As Social Activism (optional)	6	1	20	
AAP-6-PRT	Professional Toolkit (optional)	6	1	10	
tbc	Classical Acting	6	1	10	
tbc	Digital Performance Technologies (optional)	6	1	10	
tbc	Acting for Screen	6	1	10	
AAP-6-IPR	Independent Practice as Research	6	2	60	
AAP-6-IPP	Independent Performance Project	6	2	60	
tbc	Dissertation	6	2	60	

### I. Timetable information

[indicate:

Provide as much information as possible,

- Level 4 students will receive their timetable during induction. All other students will receive their timetable once the University publishes it.

### J. Costs and financial support

#### Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### **List of Appendices**

Appendix A: Curriculum Map

Appendix B: Educational Framework (undergraduate courses)

Appendix C: Terminology



## **Appendix A: Curriculum Map**

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules		Programme outcomes: Subject Specific Skills																									
Level	Title	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7	D8
4	Performance Histories	D TA	D TA		D T	D TA	D T	DTA	DTA	D	D	D	DTA							D	DT	DTA		DT A	DT	DT	
4	Acting a Role	D T	D T	D T	D TA	D T	D TA	DTA		DT	DTA	DT	DT		DTA	DTA	DTA	D	D	DT	DT	D	DT	D	D	D	DT
4	Theatre Workshop	D	D TA	D	D TA	D	D TA	DTA		DT A	D	DTA		DTA	DTA	DT	DTA	DTA	DTA	DTA	DT	DT	DT A	D	D	D	DT A
4	Twentieth Century Practice	D TA	Dt a		D T	D TA	D T	DTA	DTA	D	D	D	DTA							D	DT	Dta		DT A	DT	Dt	
4	Acting the Text	D T	D T	Dt	D TA	D T	D TA	DTA		Dt	DTA	DT	Dt		DTA	DTA	DTA	D	D	DT	DT	D	DT	D	D	D	DT
4	Movement for Actors		D T	D T		D	T	DT	D	D	D	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A
4	Workshop in Development	D T	D TA	D	D TA	D	T	DTA		DT	DTA	DTA			DT	DT	DT	D	D	DTA	DTA		D	D	D	D	DT
4	Performance Lab	D	D T	D T	D TA	D T	D TA	DTA		DT A	D	DTA		DTA	DTA	DT	DTA	DTA	DTA	DTA	DT	DT	DT A	D	D	D	DT A
5	Critical Frameworks	D TA	D TA		D T	D TA	D T	DTA	DTA	D	D	D	DTA							D	DT	DTA		DT A	DT	DT	DT A
5	Collaborative Production	D T	D T	D TA	D TA	D TA	D TA	DT	DTA	DT A	DT	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	D	D	D	dT A	D	D	DT	DT A
5	Company In Residence			D T	D T		D T	DTA	D	DT A	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	D	DT A	DT A	D	D	DT A
5	Theatre and Audience	D TA	D TA	D		D TA	D TA	D	DTA	DT A	D	D	DT	DTA	D	D	DTA	D	DTA	DTA	DTA	D	DT A	DT A	DT A	DT A	DT A
5	Practices of Adaptation	D TA	D TA	D	D TA	D TA	D TA	DTA	DTA	DT A	D	D	DTA	DTA	DTA	DT	D	D	DT	DTA	DT	D		DT A	DT A		
5	Text and Performance	D T	D T	D T	D TA	D T	D TA	DTA		DT	DTA	DT	DT		DTA	DTA	DTA	D	D	DT	DT	D	DT	D	D	D	DT
5	Body and Performance		D T	D T		D T	T	DT	D	D	D	DTA	D	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A
5	Multimedia Performance	D	D T	D T	D TA	D T	D TA	DTA		DT A	D	DTA		DTA	DTA	DT	DTA	DTA	DTA	DTA	DT	DT	DT A	D	D	D	DT A
5	Site-Specific Performance	D TA	D TA	D		D TA	D TA	D	DTA	DT A	D	D	DT	DTA	D	D	DTA	D	DTA	DTA	DTA	D	DT A	DT A	DT A	DT A	DT A
6	Research Project	D A	D A	D	D T	D TA	D TA	DTA	DTA	DT A	D	D	DTA	DTA	DTA	DT	D	D	DT	DTA	DT	D		DT A	DT A		
6	Creative Strategies		D T	D TA	D TA	D	D T	D	D	DT A	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A
	Professional Toolkit			D TA				D	D	D	D	DTA	DTA							DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A
6	Performing with Digital Technologies	D	D T	D T	D TA	D T	D TA	DTA		DT A	D	DTA		DTA	DTA	DT	DTA	DT	DTA	DTA	DT	DT	DT A	D	D	D	DT A
6	Classical Acting	D	D	D	D	D	D	DT	D	DT	D	DTA	D	D	DTA	DTA	DTA	DT	DT	DTA	DTA	D	D	DT A	D	D	DT A
6	Acting for Screen	D	D	D	D	D	D	DT	D	DT	D	DTA	D	D	DTA	DTA	DTA	DT	DT	DTA	DTA	D	D	DT A	D	D	DT A
6	Applied Theatre	D	D	D	D	D TA	D	D	DTA	DT A	D	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A

<b>DTA</b>	<b>Independent Practice as Research Project</b>			D A		D A	D A	DA	DA	DT A	DTA	D	DA	DTA	DTA	DTA	DTA		DTA	DTA	DTA	DTA		DT A	DT A	DT A	
<b>6</b>	<b>Independent Performance Project</b>	D	D	D TA	D	D	D	DA	DTA	DT A	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT A	DT A	DT A	DT A	DT A
<b>6</b>	<b>Dissertation</b>	D A	D A		D A	D TA	D TA	DTA	DTA	DT A		DA	DTA							D	dTa	DTA		DT A	DT A	DT A	D

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

<b>Dimension of the Educational Framework</b>	<b>Minimum expectations and rationale</b>	<b>How this is achieved in the course</b>
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u>            All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	<p>Level 5 semester one embeds industry based learning in all modules in a series of intensive residencies run by professional theatre practitioners</p> <p>Level 6 students attend an annual industry symposium with invited industry panel members to discuss the needs of the workplace.</p>
Embedded learning development	<p><u>Support for transition and academic preparedness</u>            At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	<p>The following modules have embedded learning development:            Performance Histories            20<sup>th</sup> Century            Critical Frameworks            Practices of Adaptation            Research Project</p> <p>All practical modules develop a range of performance skills</p>
High impact pedagogies	<p><u>Group-based learning experiences</u>            The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at</p>	<p>The majority of modules will require some group based learning and will have an element of assessment of students' professional conduct</p>

	level 4 if appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	Materials are prepared in accessible format and posted in Moodle
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	Formative feedback is embedded in all modules –both written and oral.
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate</p>	All students undertake an independent research project

	support. Research opportunities should build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment for learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b> . A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	Level 6 semester 2 final year project is a 60 credit work-based learning module where students are required to develop an independent piece of practice and / or research.
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	Teaching materials aim to incorporate resources from a diverse range of cultures and times. Eg. Using a South African production of The Mysteries to teach medieval drama.
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b> . Work-	Level 5 semester one embeds industry based learning in all modules in a series of intensive residencies run by professional theatre practitioners

	<p>based learning can take the form of work experience, internships or placements as well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	<p>A range of assessment methodologies engage students' learning and understanding of the discipline – see above</p>
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional workplace settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of</p>	<p>The majority of modules require students to engage in complex group based learning tasks scaffolded through the levels.</p>



	student outcomes including <b>inclusivity</b> , communication and networking.	
Assessment for learning	<p><u>Variation of assessment</u> An inclusive approach to curriculum recognises diversity and seeks to create a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	A wide range of assessment tasks and styles develop assessment for learning – eg blogs, diaries, reflective journals as well as live and recorded performance.
Curricula informed by employer and industry need	<p><u>Career management skills</u> Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	<p>All level 6 students are referred to the careers workshop and job shop.</p> <p>Industry events are regularly hosted at LSBU</p>
Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies	<p><u>Capstone project/dissertation</u> The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	All level 6 students engage with a major project

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work

<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students
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<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

