

Course Specification

A. Course Information				
Final award title(s)	BA (Hons) Drama and Applied Theatre			
Intermediate exit award title(s)	Cert HE Dip HE			
UCAS Code	W440	Course Code(s)	5079	
London South Bank University				
School	<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			
Division	Performance Arts			
Course Director	Dawn Ingleson			
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify			
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify			
Length of course/start and finish dates	Mode	Length years	Start - month	Finish - month
	Full time	3	September	June
	Full time with placement/ sandwich year			
	Part time			
	Part time with Placement/ sandwich year			
Is this course generally suitable for visa sponsored students?	Please complete the International Office questionnaire Yes Students are advised that the structure/nature of the course is suitable for visa sponsored students but other factors will be taken into account before a CAS number is allocated.			
Approval dates:	Course(s) validated / Subject to validation	07/11/2018		
	Course specification last updated and signed off	September 2022		
Professional, Statutory & Regulatory Body accreditation				

Reference points:	Internal	LSBU Corporate Strategy 2015-2020 ACI delivery plan ACI 5 year plan summary document ACI validation guidance LSBU Academic Regulations and Procedures
	External	QAA UK Quality Code for Higher Education 2018 The Revised UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications QAA Subject Benchmark Statements for Dance, Drama and Performance (July 2015) SEEC Level Descriptors 2021

B. Course Aims and Features

Distinctive features of course	<p>This is an inspiring, forward-facing course thoroughly addressing all dimensions of knowledge needed and experience required to be ready to join the world of work using theatre as a tool in a range of community and educational settings. Students will be sharing practical modules on acting and performing, collaborating on more focused Applied Theatre techniques and projects as well as sharing learning with Law students exploring situations through role-play, negotiation and mediation. They will also be working with Education students developing thoughts on their own pedagogy and the state of education today. Students study, learn and train with industry professionals throughout the course.</p> <p>The distinctive features of the course include</p> <ul style="list-style-type: none"> • Wide range of professional practice modules • The LSBU Student Theatre Company membership and season in semester 1 of Level 5 • Majority of modules taught by working industry practitioners • 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 • Three pathways embedded throughout the course focusing on academic and critical thinking; acting and performance skills and technique, facilitation and creative theatre making and project management • Graduates leave the course as adaptable and creative artists, actors, facilitators, thinkers and theatre makers equipped for future study and/or portfolio careers in the creative industries and beyond • Curriculum Partnership with UK and world leading Applied Theatre companies. • Excellent enhancement programme including free masterclasses, free theatre tickets, access to professional projects and workshops • International enhancement partnership possibilities. • Excellent employability support –regular casting calls, audition technique sessions, level 6 symposia, access to the South Bank Collective, opportunities for networking throughout the course • Level 5 Work Placement • Specialist modules delivered by Education and Law departments
Course Aims	<p>The BA (Hons) Drama and Applied Theatre aims:</p> <p>1.To provide students with a broad knowledge and understanding of the ways in which performance and applied theatre is created and received, including the histories, theories, forms, traditions and contemporary contexts of performance and the stage.</p>

	<p>2 To provide students with an overview of education provision in the U.K. and an understanding of contemporary issues in education.</p> <p>3 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, as receiver, facilitator and creator of theatre.</p> <p>4 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.</p> <p>5 To equip students with a knowledge and experience of how to run workshops, create and facilitate applied theatre projects in a number of different community settings.</p> <p>6 To develop the practice and articulation of individual students' creative process with specific emphasis on physical theatre techniques, contemporary practices of textual adaptation, experimental performance forms and multimedia strategies and the relationship between performer and audience.</p> <p>7 To encourage students to appreciate and understand both collaborative and individual processes in the research and creation of original performance within appropriate cultural frameworks and for specific and diverse audiences.</p> <p>8 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, theatre and applied theatre makers.</p> <p>9 To equip students with the essential skills, knowledge and graduate attributes required for finding and developing appropriate employment opportunities in both the creative industries and the wider working world.</p>
<p>Course Learning Outcomes</p>	<p>Students will have knowledge and understanding of:</p> <p>a)</p> <p>A1 the origins of the history and development of drama, theatre and applied 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, facilitators, 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 including participatory theatre practices.</p>

A6 key practitioners and practices in contemporary cultures but also a knowledge of how historical practices influences the practitioners of today.

A7 key concepts of education contextualised within the disciplines of philosophy, sociology and history.

A8 of what the contemporary issues are in education including politically, economically and socially.

A9 in how cotemporary Applied Theatre organisations run and produce projects through first hand work experience within the industry and through working on projects from the starting point to the delivery stage themselves.

Students will develop their intellectual skills such that they are able to:

b)

B1 Demonstrate the ability to analyse in detail, and from a variety of standpoints (e.g. aesthetic, formal, cultural) performance and applied methodologies, play-texts, and other performative media.

B2 Show a critical understanding of the key theoretical approaches and debates relating to the academic study of the media, culture and society, and their relationship to performance and applied theatre 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 self-reflexivity and creative independence towards one’s own work.

B5 a critical awareness of research methodologies used to explore and interrogate the fields of study.

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

c)

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

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 Experiment with forms, conventions, techniques and practices to initiate, develop and realise distinctive produced theatrical experiences and participatory applied theatre projects.

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

	<p>d)</p> <p>D1 Work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity.</p> <p>D2 Organise and manage supervised and self-directed projects.</p> <p>D3 Communicate effectively in interpersonal settings, in writing and orally.</p> <p>D4 Work productively in a group or team, showing abilities at different times to listen, contribute and lead effectively.</p> <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 and participants in practical projects/workshops.</p>
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C. Teaching and Learning Strategy

The teaching and learning of the course will comprise of a series of structured lectures, seminars, supervised rehearsals, one-to-one tutorials, a work placement and field trips. The seminars will cover a broad range of group discussion, practical exercises, analysis, performer training, text work, rehearsal, performance, and self and peer reflection. The content of lectures and seminars are interlinked to holistically build on creative development, technical skill, and critical analysis. The lecturers are active practitioners in their field and there is a strong focus on industry relevant practice, alongside personal artistic development.

In addition to the contact time with the lecturers, students will be expected to commit to the independent study hours indicated in their module guides. Their independent hours will consist of a combination of small group and independent rehearsals, homework tasks, reading, watching performances, preparation for exercises, written assessments, creative writing, academic writing, and personal reflection. These hours are not optional, they are a mandatory part of the course and essential for academic progression and will enable the students to flourish in their chosen discipline and maximise their artistic potential.

Students will have access to library resources at the Perry Library (<http://www.lsbu.ac.uk/about-us/professional-services/library-and-learning-resources>) including 72 performing arts journals and access to Digital Theatre Plus and IT Resources at the Learning Resources Centre (<http://www.lsbu.ac.uk/about-us/professional-services/library-and-learning-resources>). Students will also have access to the Edric Theatre (consisting of 3 fully equipped performance spaces, an 80-seat theatre and 2 30-seat studios) and 7 dance/drama rehearsal studios.

In addition to the support of the academic staff (e.g., a team of Associate Professors, Senior Lecturers, Junior Lecturers and subject specialist HPLs), Guest directors and Applied Theatre companies will also lead on some of the work-based learning modules e.g. *Collaborative Community Theatre Project*. Students will receive academic support from the Skills for Learning team (www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning) and discipline-

specific technical support from the Theatre Technical Manager and technical staff. Students will have access to discipline-specific facilities between 8am and 9pm on weekdays and to library resources 7 days a week.

The VLE used is Moodle and information for all module is communicated through the VLE. This includes descriptors, assignment briefs, learning outcomes, assessment criteria, reading lists, tutors' contact details, module guides, risk assessments, video and/or photographic support, as well as a week-by-week breakdown of what the sessions cover. Essential practical information such as room numbers is also communicated through the VLE. The VLE is also used to communicate with the students as well as release grades and feedback.

All lecture notes and PowerPoint presentations are uploaded on Moodle ahead of all sessions to be accessible for students with DDS.

Blended learning will occasionally be used in modules, mostly through students accessing YouTube or Vimeo recordings of workshops, talks and performances to critically analyse them when they are not in the classroom. These are later discussed in face-to-face settings with the tutors.

D. Assessment

The course has been designed to provide students with a variety of assessment opportunities, so that different learning styles and learning outcomes can be addressed.

Practical assessments aim to encourage students' skills development incrementally through the course and to reflect, wherever possible, industry practice to enhance student employability and portfolio development. Level 4 summative performance assessments focus on skills development within the context of small-scale projects and include the performance of an actor's scene study and a short workshop outcome in the first semester before moving to a larger scale workshop performance and differentiated acting assessments in the second semester. The acting options will both contain, to differing degrees, a mix of formative and summative assessment exercises, which aim to focus on the importance of creative process to any artistic endeavour as well as on the final artistic 'product'. At this point students will also engage with their first group devising project for Performance Lab in preparation for further devising experiences at Levels 5 and 6.

Similarly, Level 5 practice assessments function both formatively and summatively and aim to promote students' technique, skills and practice within the assessment framework. The Artistic Residency (5,1) assesses students' technical and expressive skills development during an intensive week's residency with partner company Frantic Assembly. The guest-directed project (*Collaborative Community Theatre Project*) Level 5, Semester 1 is assessed summatively as it mirrors a standard industry rehearsal/devising into publicly ready project process. Whilst there is a final assessment point for this module, the final grade encompasses the director's assessment of students' contribution to the creative process, which is foregrounded at the start of the module. Critical Frameworks (5,1) delivers the critical theories for the semester concurrently with the practice. This has been developed to highlight the essential academic skills building required alongside the practice encountered in order to prepare students sufficiently for the rigours of the academic writing in level 6.

Theatre as Social Activism (6,1) seeks to build on the practical learning in Collaborative Community Theatre Project (5, 1) by requiring students to further develop this learning independently, looking forward to the autonomy required at semester 2, Level 6. The placement module (5,2) is formatively assessed throughout with feed forward given in tutorials and a reflective process-based placement journal. Summative assessment ends in an oral presentation, portfolio and report. Level 6 allows for a practical self-assessment developed from the employability focus of each of the modules in level 5, semester 2, in the shared module of Mediation and Negotiation Skills based

around role playing (6,1). There is, therefore, no consistent pattern of assessment at this stage but rather a response to the various demands of the modules as they prepare for engagement with industry. There are group assessments (4,1 and 6,1) with summative and self-assessments during the process of making the practical work to support and push the work further. There are also case studies to analyse (6,1) linked to the placement (5,2). All of these assessments are designed to prepare students for their semester 2 project choices in level 6. The Independent Performance Project (6,2) is generally the most popular choice for the Drama and Performance students and is assessed in two parts – a formative assessment of the work and research in progress and a panel assessment of the final performance, which is developed independently by students with academic supervision. These methods of assessment will be the same for the Drama and Applied Theatre students.

Written assessments take a variety of forms including, diary writing, reflective journals, performance documentation, blogging, education plans and packs, research projects and critical essay writing leading to the summative assessment of the Practices of Adaptation essay at Level 5 and an option to write a dissertation or carry out and write about practice as research in level 6. The assessment tasks are designed to develop and encourage a range of skills including research, synthesis and analysis of material, critical evaluation as well as focusing on developing good academic practice throughout. At Level 4, written assessments include performance analysis, performance documentation and critical essay writing – designed to introduce students to good academic practice and encourage strong study skills. The critical essays of 1,500 words are further developed into more extended writing at Level 5 with 3,000-word reports reviewing the placement and a further 1,500-word essay supplementing the Theatre as Social Activism workshop performance. The Level 5 Practices of Adaptation (3000 words) which is more open-ended and requires students to frame their own research hypothesis is a further extension of this development. In level 6, semester 1, the students will be writing a 3000-word essay responding to a line of enquiry in educational issues. These modules then provide the scaffold for further learning and embedding of academic practice in the 6,000-word Independent Practice as Research module and the 8,000-word Dissertation. Other modes of assessment throughout the course are designed to encourage students' autonomy and research practice whilst also mirroring industry practice in, for example, the development of the actor's working journal and the writing of an education pack, lesson plans and evaluation and review of a work placement.

Students are encouraged to critically reflect and discuss their work and that of their peers throughout the course. This happens as part of a teaching and learning strategy and is incorporated into a range of assessments. Rehearsal documentation at level 4 includes recording peer and self-analysis of scene study work in progress and is submitted as part of the assessed documentation. This also applies to Collaborative Community Theatre Project and Company in Residence where students have pre - and post show reflective feedback discussions, which students then incorporate into their reflexive blogs/journals. Modules such as the Placement Module and Practices of Adaptation do not summatively assess a students' oral contribution. Nevertheless, in these modules students are required as part of the module content to deliver formal presentations or research papers which are then critiqued as a means of developing the students' work. Theatre as Social Activism similarly requires students to 'pitch' an idea to work on throughout the semester.

Students are required to pass all modules at each level.

The students' assessment journey is shown below:

Module	Credit	Assessment	Weighting %	Module	Credit	Assessment	Weighting %
Level 4 Semester 1				Level 4 Semester 2			
What is Education?	20	1,000 word essay Presentation	50 50	Workshop in Development	20	1,500 word reflective essay with an example of lesson plans Workshop delivery	50 50
Theatre Workshop	20	Practical Workshop Assessments	100	Performance Lab	20	Workshop performance Reflective Blog	80 20
Acting a Role	20	Scene Study Rehearsal Documentation	80 20	Acting the Text	20	Workshop performance Rehearsal Documentation	80 20
				Movement for Actors	20	Weekly skills assessment Reflexive journal	80 20

Level 5 Semester 1				Level 5 Semester 2			
Critical Frameworks	10	1,500 word essay	100	Practices of Adaptation	20	3000 word essay	100
Theatre and Audience	20	Workshop performance and contribution to process	100	Placement module NEW	40	Self-reflexive report (3,000 words) and PDP portfolio Presentation (week 12)	80 20
Collaborative Community Theatre Project NEW	20	Final performance and contribution to process	100				
Company in Residence	10	Final Performance	100				

Level 6 Semester 1				Level 6 Semester 2			
Theatre as Social Activism NEW	20	Performance workshop Education pack	60 40	Dissertation	60	6-8000 word dissertation	100
Meditation and Negotiation Skills	20	Skills report (self-assessment) Case Study analysis	40 60	Independent Practice as Research	60	5-6000 word paper Practical performance element	70 30
Contemporary issues in Education	20	3000 word essay	100	Independent Performance Project	60	Final performance Research and Development	70 30

E. Academic Regulations

The University's Academic Regulations apply for this course. There are no course specific protocols.

F. Entry Requirements

- A Level worth 112 UCAS points including at least one specialist subject such as Drama, Theatre or Performing Arts or;
- BTEC National Diploma DMM in a specialist performing arts subject **or**;
- Access to HE qualifications with 15 Distinctions 30 Merits in a specialist performing arts subject **or**;
- Equivalent Level 3 qualifications in a relevant subject such as Drama, Theatre or Performing Arts worth 112 UCAS points
- Applicants must hold 5 GCSEs A-C including Maths and English or equivalent (reformed GCSEs grade 4 or above)
- We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

- All students must also complete a successful audition to be considered for this course.

G. Course structure(s)

Course overview

Drama and Applied Theatre – **Full time**

	Semester 1		Semester 2	
Level 4	Theatre Workshop compulsory	20	Performance Lab Compulsory	20
	Acting a Role compulsory	20	Workshop in Development Compulsory	20
	What is Education? compulsory	20	Acting the Text or Movement for Actors Options	20
Level 5	Collaborative Community Theatre Project compulsory	20	Practices of Adaptation Compulsory	20
	Company in Residence and Critical frameworks compulsory	10 10	Placement module Compulsory	40
	Theatre and Audience compulsory	20		

Level 6	Contemporary issues in education compulsory	20	Independent Performance Project or Independent Practice as Research or Dissertation Options	60 60 60
	Mediation and Negotiation Skills compulsory	20		
	Theatre as Social Activism compulsory	20		

Placements information

Level 5, semester 1 is a 'Professional Season' semester with three modules all acting as work experience/placements in different contexts whereby all students are members of the company and work exclusively with industry professionals, undertaking a series of live briefs. It consists of:

Collaborative Community Theatre Project (20 credits) - This module will involve a group of students participating in an industry standard production/workshop of a piece of applied theatre with a freelance director or applied theatre company. Rehearsals may happen on or off-site and the performance workshop may happen on or off-site depending on the audience it is created for.

Company in Residence (10 credits) - students will gain practical experience working intensively with a professional theatre company, currently Frantic Assembly. This will happen on site and performed in the Edric Theatre.

Theatre and Audience (20 credits) – students will work in smaller groups to create a piece of participatory theatre off site under the supervision of a specialist artist who works in this way in the industry.

Work Placement (40 credits) – this is the biggest placement module that the students will undertake and will actually take place based in an appropriate applied theatre company or community group/organisation over the 12 week second semester in level 5. 2 days a week throughout the semester and half a day contact time with the course director in seminars plus other meetings and tutorials when and as needed to support the live placement.

Theatre as Social Activism (20 credits) – this module works on creating a piece of TIE and takes it in to a school to perform and workshop with a group of children. The rehearsals are carried out on campus but the actual end piece can be shared in community settings e.g. with children off site in a partner school.

H. Course Modules

Core modules are taken in the following areas:

- Modules shared with BA Drama and Performance
- Modules shared with LLB Law
- Modules shared with BA Education Studies
- The students have one option choice in level 4 semester 2. Optional modules will not run if fewer than 15 students enrol. Students will be informed at the point of option choice whether an option may run.

Module Code	Module Title	Level	Semester	Credit value	Assessment
AAP_4_TWR	Theatre Workshop - CORE	4	1	20	Pass/Fail
AAP_4_AAR	Acting a Role - CORE	4	1	20	<p>Formative Assessment: Weekly peer and tutor feedback on scene study presentations and individual rehearsals.</p> <p>Summative Assessment: CW1: (80%) Tutor summative assessment of performance and professional conduct Sub-component 1: 80% assessment of performance skills in 10 minute scene study Sub-component 2: 20% assessment of professional conduct</p> <p>CW2: (20%) Tutor summative assessment of students' rehearsal documentation</p>
EDU_4_EDS	What is Education? – CORE	4	1	20	<p>Formative assessment</p> <ul style="list-style-type: none"> ▪ Feedback on contributions to workshop sessions ▪ Feedback on directed activities <p>Summative assessment</p> <ul style="list-style-type: none"> • Presentation (1,000 words, 50% weighting) Essay (1,000 words, 50% weighting)
CWP_4_PLB	Performance Lab - CORE	4	2	20	<p>Formative Assessment: Presentation of work in progress for peer and tutor discussion</p> <p>Summative Assessment: CW1: (80%) Tutor summative assessment of performance Students will work in groups to choose a topical news story and develop a 10 minute assessed performance</p> <p>CW2: (20%) Reflective Digital Log Book. The digital log book should analyse the development of the performance and reflect on the students' own contribution as well as the critical framing of the work. The word count is left open here as</p>

					much of the material may be in diagrammatic and/or pictorial form.
AAP_4_ATT	Acting the text - OPTIONAL	4	2	20	<p>Formative Assessment: Weekly tutor and peer feedback on scene study exercises and individual rehearsals</p> <p>Summative Assessment: CW1: (80%) Tutor summative assessment of performance and professional conduct Sub-component 1: 80% assessment of 20 minute workshop performance Sub-component 2: 20% assessment of professional conduct throughout the module</p> <p>CW2: (20%) Summative assessment of students' rehearsal documentation - open-ended creative assignment which may be submitted as an online reflective blog or as a written portfolio</p>
	Movement for Actors - OPTIONAL	4	2	20	<p>Formative Assessment: . Students will receive feedback on their work in development in weekly sessions</p> <p>Summative Assessment: CW1: (80%) Tutor assessment of weekly skills acquisition and development. CW2: (20%) Summative assessment of the students' self-evaluation in the weekly reflective journal – open ended reflexive assignment which may submitted as either an online or a written portfolio</p>
tbc	Workshop in Development - CORE	4	2	20	<p>Formative assessment:</p> <p>Presentation of weekly work in progress exercises and peer and tutor feedback.</p> <p>Summative assessment:</p> <p>CW1: Workshop delivery 50%</p> <p>CW2: A reflective essay on the process of creating a workshop an evaluation of their own original workshop with educative materials</p>

					to support the workshop and its content. (1500 words) 50%
tbc	Collaborative Community Theatre Project - CORE	5	1	20	<p>Formative Assessment: Students weekly progress and contribution to the process of creating work in the rehearsal room will be monitored and assessed in an ongoing process by the director of the production and moderated by the producer.</p> <p>Summative Assessment:</p> <p>Element 1: 100% tutor assessment</p> <p>Sub-component 1: (50%) Formative assessment of the students' contribution to the creative process and their professional conduct,</p> <p>Sub-component 2: (50%) Summative assessment of the effectiveness of the group performance/workshop.</p>
AAP_5_CIR	Company in Residence - CORE	5	1	10	<p>Formative Assessment: Students will receive continuous feedback throughout the week long devising process</p> <p>Summative Assessment: 100% summative assessment of practical skills development in a final group performance of approximately 30-40 minutes</p>
AAP_5_CFR	Critical Frameworks - CORE	5	1	10	<p>Formative Assessment: Students will receive feedback on short written tasks and exercises preparing for the final summative assessment</p> <p>Summative Assessment: CW1: (100%) Assessment of a 1500 critical essay on one aspect of performance theory covered during the module.</p>
AAP_5_TAA	Theatre and Audience - CORE	5	1	20	<p>Formative Assessment: Students will receive ongoing feedback and critique of the development of the work in progress</p> <p>Summative Assessment: Sub-component 1: (70%) Summative tutor assessment of participatory work-in-progress/workshop performance of approximately 20 minutes</p>

					<p>Sub-component 2: (30%) Formative tutor assessment of individual contribution to process and professional conduct throughout the module - Students will engage with tutor-led discussions and feedback, peer feedback and critique and presentations of work in progress as a means of assessing their critical thinking and developmental process.</p>
tbc	Placement - CORE	5	2	40	<p>Formative Assessment: Placement Journal Summative Assessment: CW1 (80%) Self-reflexive Report (3,000 words) CW2 (20%) Presentation in week 12</p>
AME-5-POA	Practices of Adaptation	5	2	20	<p>Formative Assessment: Ongoing feedback on students' essay development through semester Summative Assessment: 3000 word research project (100%)</p>
EDU_6_CIE	Contemporary issues in education - CORE	6	1	20	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Verbal feedback in taught sessions. • Feedback on directed activities • Feedback on student led sessions. <p>Reading reviews will be led by students every week. Students will be expected to work in groups to review and prepare a presentation of 2 readings for the session: The core text and 1 additional reading of their choice. Students should present 1-3 questions for discussion, rising from their reading. This part of the seminar will be student led.</p> <p>Summative assessment:</p> <p>Students choose 1 of the following titles and write a 3000 word essay in response.</p> <p>Students are expected to show and understanding of the key ideas, to present more than one perspective on their chosen issue, and to analyse and evaluate the arguments and evidence.</p>

LAW_6_MNS	Mediation and Negotiation Skills - CORE	6	1	20	<p>Formative Assessment: feedback during the semester after exercises and role plays.</p> <p>Summative assessment: CW 1 – 40% self-assessment of exercises and role plays of their own negotiation/communication skills and abilities to work in a group. CW 2 – 60% A study of a hypothetical case through a reflective essay.</p>
tbc	Theatre as social activism CORE	6	1	20	<p>Formative Assessment: Students showing of work in progress will be discussed and critiqued</p> <p>Summative Assessment: Element 1: (60%) Practical group project performance of approximately 30-40 minutes Element 2: (40%) Individual reflective portfolio with support materials (equivalent of approx. 1500 words)</p>
CWP_6_IPP	Independent Performance Project - OPTIONAL	6	2	60	<p>Formative Assessment: Continuous peer and tutor feedback (including second marker feedback on work in progress presentations) is embedded into the module.</p> <p>Summative Assessment: Element 1: (70%) Panel assessment of the final performance project:</p> <p>The nature of the production will be decided in agreement with tutor. Students will need to demonstrate evidence of the following in their work:</p> <ul style="list-style-type: none"> • An intellectually challenging, original idea with an appropriate cultural context • Mastery of performance and/or theatrical codes appropriate to the production • A clear indication of a fully developed approach to creative process in the devising of the project

					<ul style="list-style-type: none"> Understanding of professional approaches to performance practice <p>In the case of group work, all roles must be clarified in advance in consultation with the module coordinator. Students will be asked to draw up contracts of duty where the specific roles of the group will be delineated. The marking will account for the overall contribution of the student to the project.</p> <p>Element 2: (30%) Tutor assessment of the students research and development process Students are responsible for maintaining and submitting a production portfolio prior to the final performance which the tutor will use as a supporting document to the final mark awarded. The production file should include draft writings and sketches, and all pre-production planning and paperwork. Students should also document rehearsals and work in progress presentations, through photography, video or sound recording. The file will not be the sole evidence on which the tutor bases his/her judgement but rather one of many considerations including observations of professional conduct and group work, the quality of work in progress presentations and second marker observations.</p>
	Independent Practice as Research - OPTIONAL	6	2	60	<p>Formative Assessment: Scheduled tutorials will provide a forum for regular discussion of student progress and feedback on work.</p> <p>Summative Assessment: Element 1: (60%) Tutor assessment of the written research paper</p> <p>The assessment will be one final mark out of 100 addressing the following elements Research design and objectives Academic Context Quality of research and analysis Application of academic conventions and quality of writing</p>

					<p>Element 2: Panel assessment of the practical element (40%)</p> <p>There will be one mark awarded for the overall quality of the practical presentation.</p> <p>For both elements students' work will be first marked by their supervisor and moderated by a panel of second and third markers.</p>
	Dissertation - OPTIONAL	6	2	60	<p>Formative Assessment: Scheduled tutorials allow for regular feedback and discussion of student work.</p> <p>Summative Assessment: One 8-10,000 word dissertation. (100%)</p>

I. Timetable information

Students will receive a confirmed timetable at the beginning of semester during the welcome week (the week before the teaching semester starts at the end of September). They will be sent any information about rehearsal clothes and reading lists during the summer.

There will be one class that will take place on a Wednesday afternoon but students will be asked if they are intending to join any clubs and they will be allocated a different group so that they can have Wednesday afternoon free. Other students who do not need to join a club taking place on a Wednesday, will have a different afternoon free.

J. Costs and financial support

Course related costs

The library has a number of set texts that are on the core reading lists so books do not need to be bought if the student is organised and a good forward planner. However, we encourage the students in the year above to sell their books to the years below for a very reasonable price to keep costs down as it is always useful for students to have access to their own personal scripts and in the past some students have chosen to do this.

Rehearsal clothes need to be used for most practical classes in Drama and this information is sent out before the course starts. A pair of black shoes, black trousers/skirt and a black top - blouse or shirt need to be worn and if the student does not own these items, then they need to be purchased during semester 1, level 4. They will be worn a lot during the 3 years of the course.

A water bottle is essential equipment and a set of loose-fitting clothing is needed for practical work.

The tutors organise trips to theatre, some of these are free, some subsidised and others are not. The Creative Industries Division and the Drama team aim to keep the costs as low as possible and aim to let all students know about all student discounts across London but sometimes there is a cost involved – this changes from production to production.

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: 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			Course outcomes																												
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8		
4	Theatre Workshop	AAP_4_TW R	D	D TA	D	D TA	D	D TA				D TA		D TA	DTA		D TA	D TA	D T	D TA	D TA	D TA	D TA	D T	D T	D TA	D	D	D	DTA	
4	Acting a Role	AAP_4_AA R	D T	D T	D T	D TA	D T	D TA				D TA		D T	DT	D TA		D TA	D TA	D TA	D		D T	D T	D	D T	D	D	D	DDT	
4	What is education?	EDU_4_ED S						D	D TA	D T					DTA	D T									D TA	D T	D TA	D TA	D		
4	Performance Lab	CWP_4_PL B	D	D T	D T	D TA	D T	D TA				D TA		D TA	DTA		D TA	D TA	D T	D TA	D TA	D TA	D TA	D T	D T	D TA	D	D	D	DTA	
4	Acting the Text	AAP_4_AT T	D T	D T	D T	D TA	D T	D TA				D TA		D T	DT	D T		D TA	D TA	D TA	D		D T	D T	D	D T	D	D	D	DT	
4	Movement for Actors			D T	D T		D T	T				D T	D	D	DTA	D	D TA	D TA	D TA	D TA	D		D TA	D TA	D TA	D TA	D TA	D TA	D TA	DTA	
4	Workshop in Development		D T	D T			D T	D T	D T		D T				DTA	D TA	D TA	D				D TA	D TA	D TA	D TA	D TA	D TA	D		D TA	
5	Collaborative Community Theatre Project		D T	D T	D TA	D TA	D TA	D TA			D TA	D T	D TA	D TA	DTA	D	D TA	D TA	D TA	D TA	D TA	D	D	D	D	D TA	D	D	D T	DTA	
5	Company in Residence	AAP_5_CI R			D T	D T		D T			D TA	D TA	D	D TA	DTA	D TA	D TA	D	D	D TA	D		D TA	D T	D	D TA	D TA	D	D	DTA	
5	Critical Frameworks	AAP_5_CF R	D TA	D TA		D T	D TA	D T				D TA	D TA	D	D	D TA							D	D T	D TA	D TA		D TA	D T	DTA	
5	Theatre and Audience	AAP_5_TA A	D TA	D TA	D		D TA	D TA				D	D TA	D TA	D	D T	D TA	D	D	D TA	D		D TA	D TA	D TA	D	D TA	D TA	D TA	D TA	DTA
5	Practices of Adaptation	AME_5_PO A	D TA	D TA	D	D TA	D TA	D TA				D TA	D TA	D TA	D	D	D TA	D TA	D T	D	D		D TA	D T	D		D TA	D TA			
5	Work Placement				D TA	D	D T	D TA	D TA	D	D TA	D T		D	DTA		D				D		D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	DTA
6	Theatre as Social Activism		D	D T	D TA	D	D T	D T		D T	D TA	D	D T	D	DTA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	D TA	DTA

6	Contemporary issues in education	EDU_6_CIE						DTA	DTA	DTA					D	DTA																				DTA	DTA	DTA		
6	Mediation and Negotiation Skills	LAW_6_MNS						D	T		D	T			DTA	DTA	DTA	DTA	D	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA		D	DTA	DTA	DTA	DTA					
6	Independent Performance Project	CWP_6_IPP	D	D	DTA	D	D	D				D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA			
6	Independent Practice as Research				DA		DA	DA				DA	DA	DTA	D	DA	DTA	DTA	DTA	DTA		DTA	DTA	DTA				DTA	DTA	DTA		DTA	DTA	DTA		DTA	DTA	DTA		
6	Dissertation		DA	DA		DA	DTA	DTA				DTA	DTA	DTA		DA	DTA												D	DTA	DTA		DTA	DTA	DTA		DTA	DTA	DTA	D

Appendix B: Terminology

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

higher education provider	organisations that deliver higher education
independent learning	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
intensity of study	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
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
term	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)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	see 'total study time'
written examination	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

