

## Programme Specification

### Overview

<b>Programme Code</b>	35603
<b>Programme Title</b>	Applied Theatre & Community Drama
<b>Programme Type</b>	Degree
<b>Language of Programme</b>	All LIPA programmes are delivered and assessed in English

### Awards

<b>Award Type</b>	<b>Award Description</b>	<b>Award Learning Outcomes</b>
Target Award	Bachelor of Arts with Honours – BA (Hons)	See Learning Outcomes Below
Alternative Exit	Bachelor of Arts - BA	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects.</p> <p>A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject.</p> <p>Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>
Alternative Exit	Diploma of Higher Education - DipHE	<ol style="list-style-type: none"> <li>1. Demonstrate praxis in consideration of the concept of Community, and the politics of space, place and identity</li> <li>2. Demonstrate an ability to design and deliver a series of drama based workshops.</li> <li>3. Articulate a critical analysis of their own facilitation or directing style and apply appropriate strategies to maximise strengths and address weaknesses.</li> <li>4. Utilise a range of directing techniques in the production of short text based work.</li> <li>5. Implement a range of both simple and sophisticated</li> </ol>

		<p>devising techniques to create dramatic narrative.</p> <ol style="list-style-type: none"> <li>6. Apply acting, movement and voice skills in the creation and delivery of devised work for a specific audience.</li> <li>7. Apply project management skills to a live project.</li> <li>8. Demonstrate an understanding of, and an ability to apply, theatre and drama techniques in formal education contexts.</li> <li>9. Demonstrate an understanding of, and an ability to apply, theatre and drama techniques that offer a counter-narrative to mainstream versions of a specific community's history and/or identity.</li> </ol>
Alternative Exit	Certificate of Higher Education - CHE	<ol style="list-style-type: none"> <li>1. Identify, summarise and explain major movements in theatre and drama, with specific reference to theatre for celebration and theatre with social and political purpose.</li> <li>2. Identify, describe, and summarise the key concepts and issues surrounding the design and applications of theatre games and exercises.</li> <li>3. Recognise and summarise their own facilitation style, identifying strengths and areas for development.</li> <li>4. Apply acting, movement, and vocal techniques in creating small group performances.</li> <li>5. Identify and summarise narrative structures and apply these ethically in story telling and performance contexts.</li> <li>6. Demonstrate praxis in the creation and delivery of theatre with a social or political purpose.</li> <li>7. Evaluate their strengths and weaknesses as a learner/practitioner and develop action plans to address these.</li> <li>8. Demonstrate an ability to undertake a role in group work and engage in collective problem solving.</li> <li>9. Understand the conventions and expectations of academic writing, including appropriate citation and referencing styles, and be able to apply them in their own writing.</li> <li>10. Understand the role of a theatre director with specific reference to picturisation and the making of visual meaning.</li> </ol>

## External Benchmarks

### Subject Benchmark Statement

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

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Programme Length
Full-Time, Face to Face	September	3 Years

## Learning Outcomes

Code	Description
PL01	Demonstrate knowledge and understanding of histories, forms and traditions of performance, theoretical explanations of those histories and their impact on present Applied Theatre / Community Drama practices. (DDP)
PL02	Demonstrate knowledge and understanding of narrative forms and the multiples roles of 'story' in shaping personal and social histories. (DDP)
PL03	Demonstrate knowledge and understanding of key practitioners and practices; theorists, which may include writers and directors; applied / community theatre practice; the cultural and/or historical contexts of such practitioners and practices. (DDP)
PL04	Demonstrate knowledge and understanding of the key components of performance including: text, movement, aural and visual environment, and the performer. (DDP)
PL05	Demonstrate knowledge and understanding of significant sources and critical awareness of research methodologies used to explore and interrogate the fields of study. (DDP)
PL06	Demonstrate critical awareness of social policy and media discourses shaping practice, in order to work in the interests of young people and community group members. (YCW)
PL07	Demonstrate critical awareness of current Applied Theatre practice and theory within a diverse range of social, educational and community contexts. (DDP)
PL08	Demonstrate knowledge and understanding of project management, funding and social entrepreneurship in the context of the Applied Theatre / Community Drama field. (DDP)
PL09	Recognise and compare multiple, competing perspectives and challenge the status quo and dominant ideas. (YCW)
PL010	Articulate theories of change and rationale for Applied Theatre / Community Drama interventions. (YCW)
PL011	Describe, theorise, interpret and evaluate performance texts, events and participatory activities from a range of critical perspectives. (DDP)
PL012	Read the performance possibilities implied by a script and other textual or documentary sources. (DDP)
PL013	Research and examine information, materials and experience, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation. (DDP)
PL014	Identify and analyse the social/cultural frameworks which surround Applied Theatre / Community Drama events and on which these events impinge, and take these into account in creating and/or interpreting performances. (DDP)

PL015	Engage with current debates on social/ cultural policy and funding. (DDP)
PL016	Utilise a range of facilitation techniques to lead dynamic and meaningful practical drama work. (DDP)
PL017	Design and implement short, medium and long term participatory projects for a range of participant groups and contexts. (DDP)
PL018	Engage in participatory performance making, as either a facilitator or director, based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods. (DDP)
PL019	Apply a repertoire of interpretative skills, practices and making techniques (physical/aural/spatial) and applying them effectively to engage with an audience/performance. (DDP)
PL020	Utilise theatre and drama based techniques as means of forging community, challenging inertia and encouraging participation. (YCW)
PL021	Identify discrimination, oppression and/or exclusion and developing strategic interventions to tackle these in different situations. (YCW)
PL022	Practice in an ethical manner, recognising the complex, contested and essential nature of ethical practice in this discipline. (YCW)
PL023	Utilise structured techniques of reflection to analyse and improve facilitation and directing practice. (DDP)
PL024	Develop and manage projects, including the sourcing of funding and design and implementation of project plans. (DDP)
PL025	Exhibit insight and confidence in managing themselves and drawing on conscious use of self in working with others and in leading or participating in teams. (YCW)
PL026	Communicate effectively with a wide range of individuals and groups using a variety of means (oral, visual, written). (DDP)
PL027	Synthesise analysis and creativity to solve problems. (DDP)
PL028	Manage complex accountabilities, including being able to compromise and negotiate without losing integrity and professional principles. (YCW)
PL029	Manage time, prioritising workloads, recognising and manage personal emotions and stress. (DDP)
PL030	Use generic ICT systems to communicate, evaluate and present information. (DDP)
PL031	Utilise awareness of inter-professional and interdisciplinary working, including the leadership and management of teams and individuals. (DDP)

## Aims and Outcomes

### Educational Aims of the Programme

The Programme has three key aims:

1. To prepare students for a career within the broad spectrum of contemporary Applied Theatre/Drama practice, by:
  - developing their facilitation and directing skills to a professional level.
  - improving and broadening their skills as theatre practitioners.
  - enhancing their ability to operate as arts professionals, utilising the tools of entrepreneurship in the pursuit of social/cultural/political goals.
2. To cultivate a critical appreciation of the political, social and economic factors that have, and continue to impact upon the development of theatre and drama for, with and by specific communities.

3. To enable students to develop the skills required to sustain themselves within the field as active agents of change, with the ability to identify and negotiate agendas and adapt a core body of technique in the service of a variety of community and educational contexts.

## Programme Structure

### Programme Structure Description

The programme is offered on a full-time basis. Entry to the course is at Level 4 only.

### Level 6 – 120 credit points

#### CORE – 120 credit points

[MODULE] 6601ATCD Theatre for Democracy, Health and Environmental Advocacy - 30 credit points

[MODULE] 6602ATCD Relevancy, Realisation and Repertoire: The Pillars of Professional Practice - 30 credit points

[MODULE] 6603ATCD Launchpad: Individual Final Project - 60 credit points

## Teaching, Learning and Assessment

### Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Knowledge, understanding and intellectual skills are developed across the entire the programme. Each module, irrespective of the format of the teaching, involves discussion of key issues, practice in applying concepts both theoretically and practically, analysis and interpretation of material, and individual feedback sessions for learners on work produced. All practical work undertaken by the learner in community settings requires the development of these skills.

Students receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Comprehensive bibliographies are provided for each module at the outset, as are guidelines for the production of coursework essays and dissertations.

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

### Assessment

Skills are assessed through practical project work, presentations and continuous observation. Most modules feature some element of evaluative, analytical or contextual written work, in the form of essays, reflections or reports. Selfdevelopment as a practitioner is assessed through structured reflective appraisal activity for group work and via reflective tutorial or logbook for individual work.

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

## Opportunities for Work Related Learning

Level 6 offers two opportunities for work-based learning. In **Theatre for Democracy, Health, and Environmental Advocacy** (30) learners work directly with community group in association with a public or voluntary sector body. Finally, the module **Launch Pad: Individual Final Project** (60) requires the student to lead a community group in a 10-12 week process based project.

## Entry Requirements

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

	appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course. IELTS Score of 6 is required
International Baccalaureate	International Baccalaureate Acceptable on its own and with other qualifications Welsh Baccalaureate Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.
A levels	<p>We are committed to accepting students on to this course who have the potential to succeed as performers and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements.</p> <p>The key attributes that we seek to identify are:</p> <ul style="list-style-type: none"> <li>• Knowledge, ability and experience of acting</li> <li>• Commitment to the performing arts</li> <li>• Ability to work effectively with others</li> <li>• Broad interest and engagement</li> <li>• Self-awareness</li> <li>• Spirit of enterprise</li> </ul> <p>The minimum educational standard that we are looking for is:</p> <p>GCSEs We normally require a minimum of five GCSEs grade C. These should include Maths and English. Plus a minimum of 72 UCAS tariff points.</p> <p>We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:</p> <p>A/AS Level This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills are not counted.</p>
BTECs	<p>Extended Diploma (i.e. Merit, Pass, Pass profile).</p> <p>BTEC Diploma (i.e. Merit, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 64 UCAS tariff points across both qualifications.</p> <p>90 Credit Diploma (Distinction, Merit). Acceptable on its own or can be combined with other qualifications such as an A Level, in which case total needs to be 64 UCAS tariff points.</p>

