

Liverpool John Moores University

Title: Final Project Document
Status: Definitive
Code: **6504ATCD** (123879)
Version Start Date: 01-08-2021

Owning School/Faculty: Liverpool Screen School
Teaching School/Faculty: Liverpool Institute for Performing Arts

Team	Leader
Charlie Dickinson	

Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 6
Total Learning Hours: 200
Private Study: 194

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Tutorial	6

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	Essay (5000)	100	

Aims

This module aims further develop and consolidate students' skills in reasoning and argument in the planning and creation of a paper that supports their Individual Final Project by both defining an initial theoretical position and then, using the project as a case study, critiquing the efficacy of their practice in relation to this original position.

Learning Outcomes

After completing the module the student should be able to:

- 1 Propose and construct their own programme of research and study within the time and resources available.
- 2 Define and defend a theoretical position in relation to a proposed practical project using sophisticated argument.
- 3 Synthesise criticality and analysis in the consideration of the efficacy of a practical project.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay (5000)	1	2	3
--------------	---	---	---

Outline Syllabus

There is limited formal direct teaching in this module. Instead students are expected to identify and agree with a supervising tutor the scope of the practical project first and then define an appropriate plan for the supporting written study.

In the first part of the study (approx. 2500 words) the student should define a theoretical position in relation to the proposed practical project. This could consist, for instance, of research and analysis of contemporary and historical policy as applied to the participant group, the genesis and mechanisms of a particular community drama practice, the implementation of a particular political or philosophical perspective in a practical context, or a combination. At the core of paper should be a clearly defined argument. The second part of the study (approx. 2500 words) tests this position/argument using the practical project as a case study, if necessary drawing on evaluation material compiled as part of the Individual Final Project.

A suggested timetable of work is provided but students are ultimately responsible for their own management of this project. Similarly there are no specific indicative references since students will develop these in relation to their chosen subject. In addition students are encouraged to select subjects, which may have some bearing on their proposed career path on leaving LIPA, where it may have practical application.

The indicative hours of study place great emphasis upon self-directed work, and students are encouraged to make good use of supporting tutorial time. Where appropriate, tutorial time may be increased through the application of small group tutorials for students working on similar subject areas or research methods.

Learning Activities

Since there are few formal taught hours, the syllabus takes the form of a suggested timetable from first tutorial to final submission. Students, however, may structure their time management in any way they feel is appropriate. They will also be assigned a supervising tutor who will assign tutorial hours over the semester, which

the student must book with the relevant member of staff. The role of the Supervisors will be:

- to assist the student in selecting subject area for research,
- to assist in developing a research strategy,
- to serve as a monitor of progress,
- to provide response to development of structure and argument,
- to provide guidance as required regarding layout and presentation.

The supervising tutor is NOT necessarily expected to be a subject specialist, but will serve as a guide to the clarity of the work from the point of the view of the non-specialist reader.

Notes

Brendon Burns is the Module Leader. (b.burns@lipa.ac.uk)