

Liverpool John Moores University

Title: THE CONTEXT 3: FINAL PROJECT DOCUMENT
Status: Definitive
Code: **6516CMD** (118649)
Version Start Date: 01-08-2014

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

Team	Leader
Ros Merkin	Y

Academic Level: FHEQ6
Credit Value: 24.00
Total Delivered Hours: 15.00
Total Learning Hours: 240
Private Study: 225

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Seminar	12.000
Tutorial	3.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Dissertation	DISSER	Submission of a 6000 word paper	100.0	

Aims

To further develop and consolidate students' intellectual achievements, critical and research skills, 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.

To enhance students' understanding of skills and critical approaches relevant to specific areas of Community Drama Practice.

To further identify possible applications of skills and knowledge in relation to potential career opportunities.

To encourage students to take independent responsibility for the research and presentation of an extended essay containing analytical thought and appropriate evidencing through reference to a range of support materials.

Learning Outcomes

After completing the module the student should be able to:

- LO1 Propose their own programme of research and study within the time and resources available.
- LO2 Define and defend a theoretical position in relation to a proposed practical project using sophisticated argument.
- LO3 Apply high levels of criticality and analysis to consideration of the efficacy of a practical project.
- LO4 Employ an enhanced critical awareness of how to develop written work in conjunction with appropriate career potential.
- LO5 Articulate the nature and underlying philosophy of their own individual area of study and/or practice within the broader context of the scope of a major piece of documentation which demonstrates high levels of application, achievement and presentation as well as a developed critical awareness.
- LO6 Analyse, synthesise and evaluate information independently, using appropriate evidence and referencing in the construction of a written presentation.

Learning Outcomes of Assessments

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

SUBMISSION OF 6000 WORD PAPER	LO1	LO2	LO3	LO4	LO5	LO6
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Outline Syllabus

There is limited formal direct teaching in this module. Instead students undertaking the combination of the Individual Final Project and Final Project Document 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 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 tests this position/argument using the practical project as a case study, if necessary drawing on the evaluation report completed 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. Where suitable students are also encouraged to relate their essay to work already undertaken in their course of study, which is thus treated as practical research.

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. In addition, support is offered by staff in the Learning Resources Centre regarding further developing research and study skills at the start of the module and throughout.

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

This Module must be taken in combination with Individual Final Project (6505CMD) and cannot be taken with Community Drama Dissertation (6507CMD).