1. **Title of the module**
   LAMDA Shakespeare Summer School-Workshop Performances – LAMDA817

2. **School or partner institution which will be responsible for management of the module**
   London Academy of Music and Dramatic Art

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**
   Level 4

4. **The number of credits and the ECTS value which the module represents**
   15 credits (7.5 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   June – August

6. **Prerequisite and co-requisite modules**
   N/A

7. **The programmes of study to which the module contributes**
   N/A

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   
   8.1 Evaluate the appropriateness of different approaches to text
   8.2 Understand the role of language, movement and voice in the development of a character
   8.3 Demonstrate an emerging understanding of vocal anatomy and physiology
   8.4 Extract information from a text in order to develop and realise a character
   8.5 Communicate the result of their study through the interaction with others
   8.6 Understand the importance of the body as a communicative tool in Acting

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   
   9.1 Communicate the results of their study/ work accurately
   9.2 Demonstrate the ability to present and evaluate decision-making
   9.3 Evaluate the appropriateness of own work in an ensemble setting
   9.4 Understand the application of safe working practices
   9.5 Develop new skills within a structured and managed environment
   9.6 Work effectively within a group

10. **A synopsis of the curriculum**
    Scene Study Workshop Rehearsals
    In these rehearsals, students work on a selection of material drawn from Shakespeare’s Romances, Histories, Comedies and Tragedies, and English Comedies of Manners. The overall focus is on working with verse and prose, bringing the text to life. The scenes studied take the form of rehearsals, leading to workshop style showings of the work completed at the end of the module. Workshops are taught in groups of up to 15 students each. The showings are closed to the public but open to all students and staff involved in taking and delivering this module.
Contextual Enrichment
To enable students to develop a sense of place and context, three days are set aside for contextual enrichment activities. These include site visits to the Tower of London, Stratford-upon-Avon and Warwick Castle, as well as attending three professional productions of plays relevant to the scenic material studied in this module. Depending on the play plans of the venues concerned, students attend performances in at least two of the following three venues: Theatre of the Swan, The Globe, and the Royal Shakespeare Theatre.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and teaching methods

Students work with staff in tutor-led sessions that are based on the specific requirements of actor training. The module’s division into seven classes as listed under point 10 above ensures that the acquisition of detailed technical work and its application are balanced.
All skills work is delivered through group sessions, as ensemble-based learning and teaching is central to the development of acting skills generally. However, when working as part of a group, students are making individual contributions to the ensemble work, and it is the personal progress and attainment within a group setting that the learning and teaching of the module are based on.
Throughout the module students receive informal feedback on aspects of their solo and ensemble work as part of the classes taken. At the end of the module each student receives an individual tutorial in which the progress made is identified and the implications for the student’s future development are discussed.
Shakespeare workshops: 48h
Jacobean workshops: 45h
Total Contact Hours: 93h

Independent Study Hours: 57h
Total Study Hours: 150h

For the purpose of section 12, the time spent on the contextual enrichment activities set out in section 10 has not been included in the module’s contact hours due to the variable programming of productions and site visits, and the non-assessed nature of this course component.

13. Assessment methods

Assessment is made according to the University of Kent’s assessment scheme, and its available percentage grades. The criteria applied are outlined in the LAMDA assessment form which identifies the competencies of student work according to the appropriate classifications.

All marking is undertaken by the module or class tutor, as appropriate. Marks are second-marked by the relevant Head of Department. All marks are moderated at the end-of-module joint tutor meeting.

First and second marking procedures follow the regulations as set out by the University of Kent.

This module will be assessed by 100% course work.

Although a student’s skills are developed through ensemble work, which includes tutor-led feedback and peer observation, the module grade is determined by the assessing of each individual student’s attainment.

The assessment of course work is based on continuous evaluation which results in a summative report and overall grade of the student’s work at the end of the module. The student’s achievement results in two marks awarded at the end of the module; one mark for process and one for performance. Both marks recognise achievement and are weighted equally.

The assessment points for both marks are based on set work given to students, up to and including the last class or workshop. To arrive at an overall module grade, the marks awarded are weighted as follows:

<table>
<thead>
<tr>
<th>Class / Workshop</th>
<th>Individual development (process)</th>
<th>Individual attainment (performance)</th>
<th>Overall percentage within module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare workshops</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Jacobean workshops</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Cultural enrichment</td>
<td></td>
<td></td>
<td>This activity in not assessed.</td>
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</table>

Students who have attended at least 60% of the module’s classes but are unable to complete the module on grounds of illness or other misfortune may be considered eligible for an alternative assessment. This
assessment takes the form of a pre-recorded or one-to-one presentation of 15 minutes duration in which
the student must successfully meet the module’s learning outcomes.

Alternative assessments are bespoke topics set by the module tutor that enable the student to address any
learning outcomes missed.

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section
12) and methods of assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
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<th>8.4</th>
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<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<td>Jacobean workshops</td>
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15. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality
legislation, by ensuring that the module is as accessible as possible by design. Additional alternative
arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on
an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to
support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

LAMDA, 155 Talgarth Road, London, W14 9DA

17. **Internationalisation**

As the student population taking this module will be an international community, including students
from a number of English-speaking universities who deliver drama courses abroad, the module
content will be recognised by other Higher Education providers as being pertinent to the training they provide.

Furthermore, students taking this module are expected to benefit from the opportunities of peer feedback, which draws on the diverse prior experience students have on their respective home campi.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**  
   LAMDA, 155 Talgarth Road, London, W14 9DA

19. **University School responsible for the programme**  
   School of Arts

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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