UNIVERSITY OF
WEST LONDON
London College of Music Examinations

Syllabus for Diploma Examinations in Drama & Communication

Valid from:

2018 until further notice

updated 01.01.2025

Speech and Drama
Acting
Verse Speaking
Reading Aloud
Public Speaking
Spoken English in Religion
Oral Communication
Personal & Professional Communication Teaching
Thesis

See separate syllabus for graded exam requirements.

LCM Examinations

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London College of Music

The London College of Music (LCM) is one of the largest specialist Music and Performing Arts institutes in the UK. It has a long history of music education dating back to 1887, when it was situated in Great Marlborough Street, London, where the college began as an examination body. In 1991 LCM became part of Thames Valley University, which was renamed the University of West London in 2011.

The London College of Music offers an impressive range of innovative courses, respected worldwide and delivered with creativity and passion by practising industry experts. Courses include Performance and Composition, Popular Music Performance and Recording, Performing Arts, Music Management, Music Technology and Theatre Production.

Further information about full-time programmes for undergraduate and postgraduate students, in addition to the Junior College, is available from:

- the UWL Learning Advice Centre - tel: 020 8579 5000; email: learning.advice@uwl.ac.uk
- the Faculty of the Arts office - tel: 020 8231 2304; email: music@uwl.ac.uk
- uwl.ac.uk/music

London College of Music Examinations

External examinations have been awarded by the London College of Music since the institution's founding in 1887. These were at first in Music, which broadened substantially the range of awards available. Since then, a large set of Drama and Communication examinations has been added – in all the subjects listed here ranging from acting to professional communication. Examinations are held throughout the United Kingdom, Republic of Ireland and at many overseas centres, and are unique in the graded examinations world in being awarded by a university.

LCM's graded examinations in most subjects are accredited by Ofqual (formerly the Qualifications and Curriculum Authority, QCA), which serves as a UK governmental stamp of approval and quality assurance, confirming parity of standards with other similar examination boards. The resulting mapping of LCM Examinations onto the QCF (Qualifications and Credit Framework) means that candidates applying to UK universities through the UCAS system can increase their points tariff if they have been awarded a Pass or higher at Grades 6-8 in an accredited subject.

LCM Examinations are distinctive, both in the qualifications offered and in the administration and running of the exams. We have retained the well-known traditional atmosphere and qualities of the London College of Music: informality, friendliness and approachability, although set in a fully professional and modern context. We are small enough that enquiries to the head office can be dealt with speedily and efficiently, and we are able to get to know many of our representatives and teachers personally by name. Examiners pride themselves on being friendly and approachable, ensuring candidates are put at their ease and are thus able to perform to their full potential; yet they are professional, applying thorough and objective assessment criteria in forming their judgements.

Graded and diploma syllabuses are available free of charge from LCM Examinations and from local representatives.

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[This list was correct at the time of printing.]

1. Syllabus introduction

1.1 Syllabus overview

This London College of Music Examinations syllabus is designed to help prepare students for the four levels of performance and three levels of teaching diplomas in Drama & Communication awarded by University of West London Qualifications. It provides a structured approach which enables students to develop their capability and expertise as a performer at an advanced level, or to learn to teach Drama & Communication subjects in a studio context with confidence and authority. The syllabus clearly describes what is expected and how the achievements of the candidate are to be assessed, so that students can be taught to master the requirements and to demonstrate these in an examination.

Examinations are held at approved centres in the UK and overseas, and are assessed by trained external examiners.

Further information and advice on all aspects of this syllabus is available from the Chief Examiner in Drama & Communication, via the LCM Examinations office (see page 2 for contact details).

1.2 Drama & Communication diploma structure

Please refer to the diagram on page 6.

1.3 Validity of this syllabus

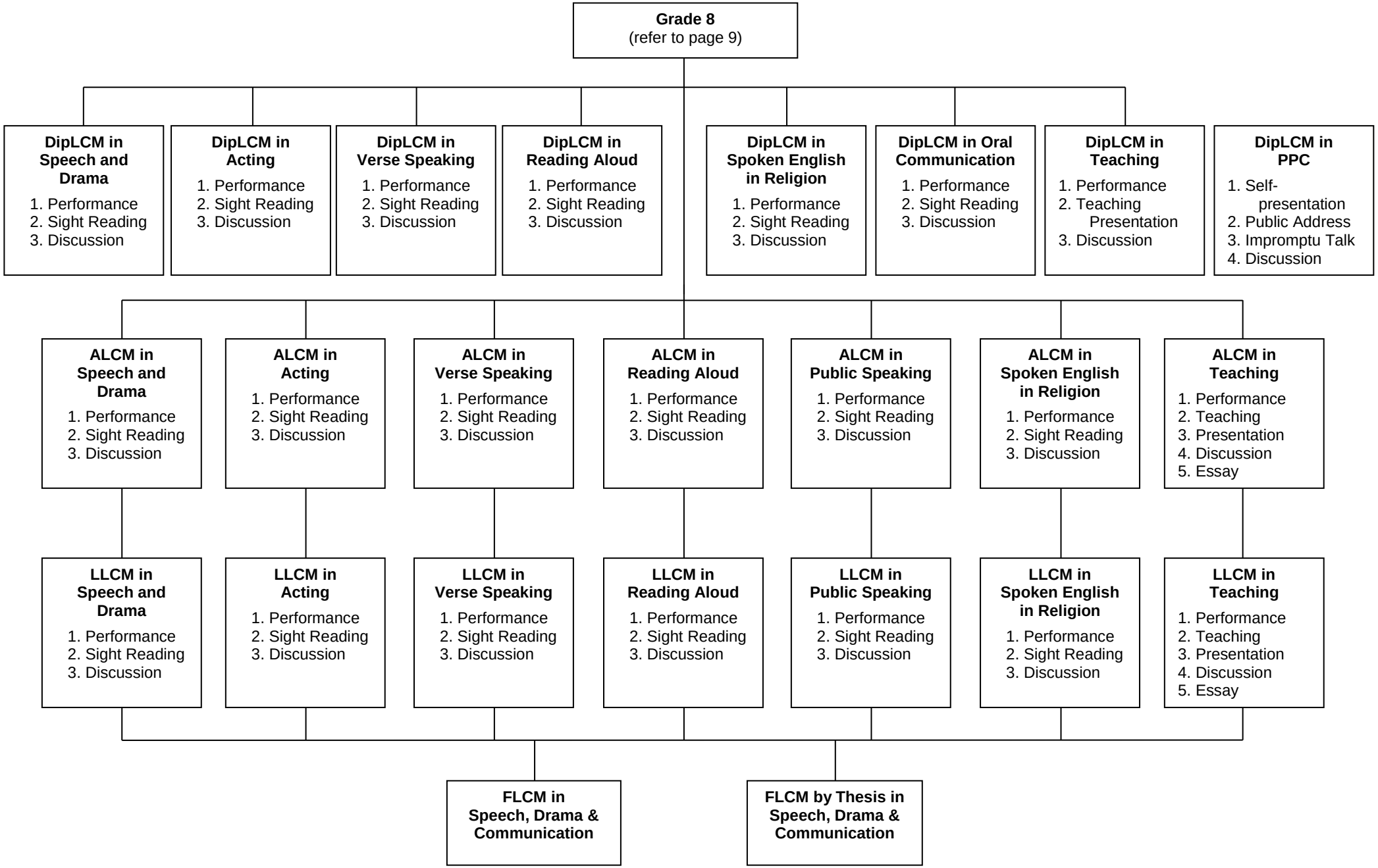
This syllabus is valid until further notice.

1.4 Rationale

LCM's graded and diploma qualifications make a distinctive contribution to education in and through music, and drama & communication, because of the emphasis placed upon the following combination of characteristics:

- creative thinking;
- practical skills either independent of literacy, or related to it;
- encouragement to think, both technically and critically, about the repertoire performed in practical examinations;
- a distinctively broad stylistic range, as reflected in tasks, endorsements and repertoire;
- the provision of assessment in areas not traditionally included within the scope of graded examinations;
- a strong emphasis towards the acquisition and demonstration of skills and understandings that are of contemporary relevance to the performing arts.

In the standards set, in structure, and organisation, LCM's graded and diploma qualifications are broadly comparable with those of other awarding bodies offering qualifications in music and drama. However, these syllabuses offer the opportunity to develop pathways into learning that both complement and provide genuine alternatives to the study of the arts within school, FE and HE curricula, and within the context of life-long learning. Because of this, they are capable of being used to extend and enrich full-time education and individual tuition and offer alternative routes that enable teachers to achieve the objective of equipping young people and adults with highly relevant creative, expressive and technological concepts and skills.


Grade 8
(refer to page 9)
DipLCM in Speech and Drama
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Acting
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Verse Speaking
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Reading Aloud
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Spoken English in Religion
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Oral Communication
1. Performance
2. Sight Reading
3. Discussion
DipLCM in Teaching
1. Performance
2. Teaching Presentation
3. Discussion
DipLCM in PPC
1. Self-presentation
2. Public Address
3. Impromptu Talk
4. Discussion
ALCM in Speech and Drama
1. Performance
2. Sight Reading
3. Discussion
ALCM in Acting
1. Performance
2. Sight Reading
3. Discussion
ALCM in Verse Speaking
1. Performance
2. Sight Reading
3. Discussion
ALCM in Reading Aloud
1. Performance
2. Sight Reading
3. Discussion
ALCM in Public Speaking
1. Performance
2. Sight Reading
3. Discussion
ALCM in Spoken English in Religion
1. Performance
2. Sight Reading
3. Discussion
ALCM in Teaching
1. Performance
2. Teaching
3. Presentation
4. Discussion
5. Essay
LLCM in Speech and Drama
1. Performance
2. Sight Reading
3. Discussion
LLCM in Acting
1. Performance
2. Sight Reading
3. Discussion
LLCM in Verse Speaking
1. Performance
2. Sight Reading
3. Discussion
LLCM in Reading Aloud
1. Performance
2. Sight Reading
3. Discussion
LLCM in Public Speaking
1. Performance
2. Sight Reading
3. Discussion
LLCM in Spoken English in Religion
1. Performance
2. Sight Reading
3. Discussion
LLCM in Teaching
1. Performance
2. Teaching
3. Presentation
4. Discussion
5. Essay
FLCM in Speech, Drama & Communication
FLCM by Thesis in Speech, Drama & Communication

1.5 Syllabus aims

A course of study based on LCM's graded and diploma syllabuses is intended to provide:

- a progressive and unified assessment system, enabling candidates to plan and obtain an effective education in and through the arts;
- skills of organisation, planning, problem-solving and communication, through the study of the arts in performance and theory;
- enhanced ability in acquiring the personal disciplines and motivation necessary for life-long learning;
- an enduring love, enjoyment and understanding of the performing arts, from the perspective of both participants and audience;
- an assessment system equipping candidates with added-value to enhance career routes, educational opportunities and decision-making.

1.6 Syllabus objectives

A course of study based on this syllabus is intended to provide:

- a balanced combination of performing skills and the supporting literacy;
- opportunities for learning and assessment that are both creatively challenging and technologically relevant;
- opportunities for mastery learning that are structured and directly related to the criteria published for each grade;
- candidates with the basis for study and practice to develop relevant and usable skills and concepts.

1.7 Availability of examinations and entry details

Practical examinations take place throughout the year according to location. In the UK and Ireland, practical examinations are held three times a year at public centres: Spring (March/April), Summer (June/July) and Winter (November/December). The dates when each year's sessions begin and end are published in the preceding Autumn.

Within the UK, the DipLCM may be taken at any centre, and is examined by one examiner. ALCM, LLCM and FLCM diplomas may only be taken at a diploma centre, and are normally examined by two examiners. Arrangements outside the UK may sometimes be more flexible. Please contact LCM Examinations, or visit the website, for details of your nearest appropriate centre.

In addition, LCM conducts examinations at schools, colleges and teaching studios where preparation for LCM examinations supports and complements the course, provided there are sufficient entries to make the visit viable, and any venue-related costs are covered by the applicant. The co-ordinating teacher is responsible for timetabling the examination day. Please contact LCM Examinations for further details.

1.8 Duration of examinations

Assessment durations, which include discussion and report writing time for examiners, are as follows:

Diplomas in Performance			
DipLCM	ALCM	LLCM	FLCM
35 minutes	50 minutes	60 minutes	70 minutes

Diplomas in Teaching		
DipLCM	ALCM	LLCM
45 minutes	60 minutes	75 minutes

1.9 Age requirements

Diplomas in Performance: These are open to all, and there are no minimum age restrictions. However, in practice it is unlikely that candidates below certain ages will possess the degree of literary maturity required for success at the different levels of diplomas, as indicated below.

Diploma:	Recommended minimum age:
DipLCM	16
ALCM	17
LLCM	18
FLCM	18

Diplomas in Teaching: Candidates must have attained the ages specified below by the date of entry.

Diploma:	Minimum age:
DipLCM	16
ALCM	17
LLCM	18

FLCM by Thesis: Recommended minimum age: 18.

1.10 Candidates with particular needs

Information on assessment, examination and entry requirements for candidates with particular needs is published in the document *Equality of Opportunity, Reasonable Adjustments and Special Consideration*. Copies of this are available free of charge from the LCM Examinations office (tel: 020 8231 2364).

1.11 Attainment levels

DipLCM in Performance Subjects. Candidates who enter for this examination will be expected to demonstrate a standard of performance beyond that of Grade 8, consistent with a Level 1 (first-year) undergraduate presentation. Security of technique and the ability to communicate a sense of personal interpretation of the material will be expected, supported by a good understanding of the use of voice and body.

DipLCM in Personal and Professional Communication. This diploma, which can build upon the certificates in this subject available in the Drama and Communication Grades syllabus, looks for secure communicative skills in the working context at a professional level. Candidates are expected to employ varied material, address distinct audiences, and show understanding of preparation and performance requirements.

DipLCM in Teaching. This diploma requires the candidate to demonstrate a sound understanding of the fundamental skills and educational methodologies as needed by the beginning teacher of speech and drama or communication. This core requirement is supplemented by a demonstration that personal performance abilities are moving beyond those of Grade 8 in showing a sensitive response to the complex demands of the material presented.

ALCM in Performance Subjects. This diploma demands a high standard of performance and technical mastery, consistent with a Level 2 (second-year) undergraduate presentation. An ability to communicate a degree of flair and imagination in performance will be expected, supported by the ability to explain the rationale for performance in discussion.

ALCM in Teaching. This diploma requires the candidate to demonstrate the skills and understanding required by a competent speech and drama or communication teacher. The level of understanding of educational and performance theory should be, within the specific subject area, consistent with that of a Level 2 (second-year) undergraduate module. Examiners will also expect to encounter evidence of a performance technique which equips

the candidate to demonstrate pieces with clarity and authority, and the ability to communicate appropriate knowledge and understanding with articulacy both orally and in the Essay.

LLCM in Performance Subjects. This diploma demands a professional standard of performance and technical mastery, consistent with a Level 3 (final-year) undergraduate showcase. A strong, secure and versatile technique will be looked for, together with the ability to communicate a sense of personal interpretative awareness. Also looked for will be an ability to describe fluently relevant historical and performance issues.

LLCM in Teaching. This diploma requires the skills and understanding of a professional teacher in speech and drama or communication. The level of understanding of educational and performance theory should be, within the specific subject area, consistent with that of a Level 3 (final-year) undergraduate module. Examiners will also expect to encounter evidence of a performance technique which equips the candidate to demonstrate pieces and conduct practical work in an enlightening way, and the ability to communicate appropriate knowledge and understanding with articulacy both orally and in the Essay.

FLCM in Performance. This diploma, the highest awarded by University of West London Qualifications, demands an exceptional demonstration of performing ability of the highest standard. In order to pass, the candidate must present a programme of a standard which one might expect to hear at a recognised public venue, demonstrating a clear maturity of personality and interpretation. The standard expected is equivalent to that of a Masters' level presentation.

1.12 Pre-requisite qualifications

There are no prerequisite qualifications required for entering any exam; candidates can enter at any level provided they have the required knowledge, skills and understanding.

Age groups
LCME examinations are open to all and there are no minimum age restrictions Recommended minimum ages are as follows:

- DipLCM — 16
- ALCM — 17
- LLCM — 18
- FLCM — 19

1.13 Resources

Within the diploma examination requirements there are references to the *Anthology for Students of Drama & Communication*, published by LCM Examinations. This is a collection of verse, prose and drama pieces from the sixteenth century to the present day.

The *Anthology for Students of Drama & Communication* (LL204), and also the *Anthology of Verse* (LL122254), which provides additional repertoire, are available from the LCM shop: lcmmusicshop.uwl.ac.uk, or from Music Exchange Ltd: www.music-exchange.co.uk, tel: 0161 946 9301.

Please contact us for a copy of the *Drama & Communication Publications Catalogue*, which lists a range of study guides, of which new versions will be progressively published during the validity of this syllabus.

Details of LCM Publications are also available on lcmexams.

1.14 Regulation

LCM's diplomas in Drama & Communication performance and teaching in most subjects are regulated in England by Ofqual, and by the corresponding authorities in Wales (Qualifications Wales). They have been placed on the Regulated Qualifications Framework (RQF) at Levels 4, 5, 6 and 7.

The table below shows the qualification number, RQF title and credit value of each diploma. The awarding organisation is University of West London Qualifications (UWLQ).

Please contact us, or consult the Register of Regulated Qualifications (register.ofqual.gov.uk), for further details.

Qualification Number	Qualification Title	Guided Learning Hours	Credits	Total Qualification Time
603/0939/8	UWLQ Level 4 Diploma in Drama & Communication	54	90	900
603/0940/4	UWLQ Level 4 Diploma in Drama & Communication Teaching	60	100	1000
603/0941/6	UWLQ Level 5 Diploma in Drama & Communication	65	120	1200
603/0942/8	UWLQ Level 5 Diploma in Drama & Communication Teaching	75	150	1500
603/0943/X	UWLQ Level 6 Diploma in Drama & Communication	108	180	1800
603/0944/1	UWLQ Level 6 Diploma in Drama & Communication Teaching	120	200	2000
603/0945/3	UWLQ Level 7 Diploma in Drama & Communication	134	225	2250

2. Examination requirements

2.1 Provision of copies of performance pieces

It is a requirement that a copy of every performance piece (except for a piece performed from the Anthology), and of pieces used in teaching presentations, should be provided for the examiner at the beginning of the examination. For ALCM and LLCM, two copies should be made available.

2.2 DipLCM requirements

DipLCM in Speech and Drama
DipLCM in Acting
DipLCM in Verse Speaking
DipLCM in Reading Aloud
DipLCM in Spoken English in Religion
DipLCM in Oral Communication

1. Performance **60 marks**

The candidate will present a programme of varied material from their chosen subject area (see list above). The material should represent a variety of style and of intended performance situation (imagined audience and space). The programme and each piece should be given a brief and simple introduction, to help give the programme shape.

Note: the DipLCM is the next higher level of performance beyond Grade 8 and so the programme should demonstrate an appropriate range of technique.

The performance should fall within the range of 12–15 minutes.

2. Sight Reading **10 marks**

The candidate will read aloud at sight two passages provided by the examiner after a preparatory period of up to two minutes.

3. Discussion **30 marks**

The candidate will be expected to enter into a discussion with the examiner about how the programme was set up, what the performance aims were and what performance techniques were called upon. Background knowledge of theory concerning how to use the voice and the body will be expected.

DipLCM in Personal & Professional Communication

1. Self-presentation **20 marks**

The candidate will make an opening statement in one of the following imagined situations:

(a) The beginning of a job interview, as to their reasons for applying and suitability for the post;

(b) Describing to a career advisor their motives and skills in envisaging working in a field involving public communication;

(c) Representing the distinctive qualities of a company, and the advantages of doing business with the company, to a potential new client;

(d) Presenting the outline of a new initiative or policy to the senior management of a medium-sized business or institution.

The candidate should succinctly give the necessary detail of the imagined situation at the beginning of the presentation. Note that a small audience is imagined for this exercise, in distinction from the larger audience envisaged in the next section.

The presentation should last 5–6 minutes.

2. Public Address **40 marks**

The candidate will present a short speech or the opening of a substantial talk in one of the following imagined situations:

(a) A fund-raising address;

(b) The after-dinner speech at an annual get-together;

(c) A survey of the major trends in an area of public or business concern;

(d) The keynote presentation at a business or academic conference.

The detail of the situation should be briefly outlined at the beginning.

Audio and visual media may be used to enhance the presentation, but are not a requirement. It is for the candidate to judge whether such materials are needed as integral to the presentation, and to check with the examination centre as to the technical support available.

The address should last 10–12 minutes.

A page of notes (not to exceed one side of A4 with double-spaced text) should be submitted to the examiner after the delivery, concerning the choices made in the planning of the speech: what audience, what style, what objective.

3. Impromptu Talk **10 marks**

The candidate will be given a choice from two topics, on which to speak with spontaneity and clarity in a notional public situation. There will be a preparation time maximum of one minute, and the talk itself will last for two minutes (the examiner may indicate when ten seconds are left). The topics will normally arise from recent news items, or matters of public debate. The approach called for could be entertaining or serious.

4. Discussion **30 marks**

The candidate will enter into a discussion with the examiner on the elements of good communication, with reference back to the items performed. Questions may be asked about the range of voice qualities needed, the implications of body language, and the variety of approach called for by differing audiences. Additionally the examiner may call for discussion of the personal preparation before a speech (dealing with nerves, how to warm up, what notes to prepare), and the ways of reflection after the speech or presentation.

DipLCM in Teaching

1. Performance **25 marks**

The candidate will introduce and perform a piece of drama, a piece of verse and a piece of prose. The items should be chosen so as to demonstrate a variety of technical demand.

The performance should not last longer than 10 minutes.

2. Teaching Presentation **50 marks**

The candidate will bring two contrasting pieces, suitable for teaching to different grade levels. The pieces should be from different forms (drama, verse, prose). One of them may be from the pieces performed in Component 1.

The presentation should focus on the following areas for each of the teaching pieces:

(a) The aims and objectives of the teaching process, relative to the grade subject chosen;

(b) The performance skills to focus on. Reference can be made to preparatory exercises, the relevance of contextual knowledge and theory, cues in the detail of the text, and delivery to an audience.

The presentation can introduce other issues considered by the candidate to be important.

Note: the performance skills expected for grade examinations are listed in Section 7 of the graded syllabus.

The presentation should not last longer than 20 minutes.

3. Discussion **25 marks**

The candidate will be asked to engage in a wide-ranging discussion building on their performance and presentation. Their own performance abilities and approaches to teaching will be discussed as well as the general issues that arise from these areas.

2.3 ALCM requirements

ALCM in Speech and Drama
ALCM in Acting
ALCM in Verse Speaking
ALCM in Reading Aloud
ALCM in Public Speaking
ALCM in Spoken English in Religion

1. Performance **60 marks**

The candidate will introduce and perform a programme in their subject aimed to show mastery of the technical and interpretative approaches to a wide variety of material. Details of requirements for the material for each subject are given on page 14.

The performance should last 12–15 minutes.

2. Sight Reading **10 marks**

The candidate will read aloud at sight two pieces provided by the examiners after a preparatory period of two minutes maximum.

3. Discussion **30 marks**

The examiners will lead the candidate in a discussion of the material presented in performance. The discussion may include reference to how the programme was assembled, the interpretation of items, what techniques were called for, and the context of the material – period of pieces (or genre of speech), intended audience and performance space.

ALCM: Requirements of performance material for each subject

(a) Speech and Drama – must include at least one item each from verse, prose and drama.
Material should be drawn from the period 1580 to the present day.
Pieces may be chosen from the Anthology.

(b) Acting and Verse Speaking – pieces should be drawn from different periods and styles within 1580 to the present day.
Pieces may be chosen from the Anthology.

(c) Reading Aloud – must include verse and prose, and may include drama, illustrating different periods and styles from 1580 to the present day.
Pieces may be chosen from the Anthology.

(d) Public Speaking

(i) a prepared talk to a substantial audience on one of the following:

- Tourism and cultural relations
- Social media: good or bad?
- My favourite comedian
- How important are dress codes?
- Treasuring family photographs

The talk should last up to five minutes. Visual aids must be used.

(ii) a prepared talk to a small audience on a topic of the candidate's choice.
The talk should last up to five minutes.

(iii) an impromptu talk on a subject given at the time by the examiner. There will be a preparation time maximum of one minute, and the talk itself will last for three minutes (the examiner may indicate when ten seconds are left). The topics will normally arise from recent news items, or matters of public debate. The approach called for could be amusing or serious.

(e) Spoken English in Religion

(i) an exposition, to include readings of extracts from the chosen text, to a congregation at a place of worship, of one of the following texts:

- Ruth 1
- Psalm 31
- Ecclesiastes 12
- St Matthew 1
- Romans 8
- Revelation 21
- Jude

(ii) a persuasive address to a congregation taking a view on a topical social or global issue in the light of the candidate's religious beliefs.

The two pieces together should not last more than 15 minutes.

ALCM in Teaching

1. Performance **20 marks**

The candidate will present a programme designed to demonstrate the distinctive vocal and dramatic techniques required for three different kinds of material. The differences may build either on the period in which the texts originate or on the character of the material (lyrical, satiric, narrative, and so on). Each piece presented should be introduced by naming the piece and its author, and commenting on the type of material.
Maximum time: 10 minutes.

2. Teaching **20 marks**

Option A: The candidate will teach a lesson of 15 minutes in the examination room to a solo student or a small group of students (maximum 5).

Option B: The candidate will submit a recording of themselves teaching a lesson of 15 minutes to a solo student or a small group of students (maximum 5). The recording must be a DVD. Two copies must be submitted at the time of application. Depending on facilities at the centre, the examiners may assess the recording either during or prior to the examination.

Note: examiners prefer to see a 'live' teaching session; any candidate choosing the DVD option must seek approval from the Chief Examiner in writing in advance of entry, explaining the necessities that govern their choice.

It is expected that the main focus of the lesson will be practical work. The choice of focus is open – for example, it can be rehearsal and preparatory exercises, vocal and physical work or direct work on texts, and more than one approach is likely to be integrated into the lesson. Any discussion that may be incorporated into the lesson, of performance approaches or relevant background material and ideas, should relate carefully to the grade level being taught. The beginning and the end of the teaching should indicate where the lesson stands in the overall programme of work.

Notes:

(i) The candidate is responsible for providing the student(s).
(ii) The candidate should have been teaching the student(s) for more than six months prior to the date of entry for the examination.
(iii) The candidate must make clear at the beginning of the presentation what grade the teaching is placed at (chosen from Grades 1 to 8).
(iv) DVD recording should be from a fixed position and without subsequent editing.

3. Presentation **20 marks**

The candidate will give a presentation of 15 minutes on the following:

- the general aims and approaches that are considered by the candidate as central to the teaching of speech and drama work;
- a specific account of a programme for teaching at the subject and grade level chosen for the lesson in Component 2;
- an account of the distinct approach required for teaching a different grade, using a representative text to illustrate points.

4. Discussion **20 marks**

The candidate will be asked to engage in a discussion of approximately ten minutes with the examiners on questions that may arise from any of the three earlier components, according to the examiners' assessment of the substantial areas to pursue.

5. Essay **20 marks**

The candidate will submit an essay of between 2,500 and 3,000 words on a significant topic in the field of teaching drama and communication. The topic can originate within any area that is of particular interest to the candidate. If there is need of an in-principle check on the suitability of the title, it may be submitted to the Chief Examiner by email. Broadly, there is an expectation that there will be issues weighed up in the essay and research undertaken to deepen the perspective on the topic; at the same time, a personal and enthusiastic writing style will also be given credit. Please consult Section 3.1 for the assessment criteria.

The essay must be submitted at the time of entry for the exam via an upload to the website: lcme.uwl.ac.uk/upload-work

2.4 LLCM requirements

LLCM in Speech and Drama
LLCM in Acting
LLCM in Verse Speaking
LLCM in Reading Aloud
LLCM in Public Speaking
LLCM in Spoken English in Religion

1. Performance **60 marks**

The candidate will introduce and present a recital in their subject aimed to show an advanced level of achievement illustrated from the range of skills, styles and styles associated with the subject. Details of requirements for the material for each subject are given on page 17.

The performance should last 18–20 minutes.

Candidates should produce, and bring with them, programme notes for the recital. The notes should comprise: title for recital; author and title of each piece performed; a brief description of each piece, saying what the main theme or issue is, and what performance approach is called for – the description should be more personal than academic in style. The text of the programme notes should not exceed two pages.

2. Sight Reading **10 marks**

The candidate will read aloud at sight two pieces provided by the examiners after a preparatory period of two minutes maximum.

3. Discussion **30 marks**

The examiners will lead the candidate in a discussion of the material presented in performance, and of interesting points in the programme notes. The discussion will then open out into broader discussion of the chosen subject. This may include questions concerning the history and context of the material, and of the candidate's particular interests within the subject.

LLCM: Requirements of performance material for each subject

(a) Speech and Drama – must include at least one item each from verse, prose and drama.
Material should be drawn from the period 1580 to the present day.
Pieces from the Anthology may be used.

(b) Acting and Verse Speaking – pieces should be drawn from different periods and styles within 1580 to the present day.
Pieces from the Anthology may be used.

(c) Reading Aloud – must include verse and prose, and may include drama, illustrating different periods and styles from 1580 to the present day.
Pieces from the Anthology may be used.

(d) Public Speaking – the programme will include the following:

(i) a speech to a substantial audience on a matter of public concern;

(ii) a talk explaining a technical matter, supported by visuals;

(iii) an entertaining speech on a topic of the candidate's choice;

(iv) an invitation to the examiner to name an area of the recital he or she wants to hear further developed for two or three minutes.

If other material is called for to complete the programme, this will be of the candidate's choice.

(e) Spoken English in Religion – will include the following:

(i) an exposition on a text of the candidate's choosing, presented to a congregation assumed not to have any specialist theological knowledge;

(ii) an intercessory prayer relating to the text and exposition in the previous section;

(iii) a varied set of religious readings that are especially meaningful to the candidate, imagined for different audience contexts.

LLCM in Teaching

1. Performance **20 marks**

The candidate will present a programme consisting of three or four pieces, including one each of drama, prose and verse, to demonstrate a range of vocal and dramatic techniques. Programme notes should be provided, detailing what techniques each piece is designed to show, and a brief introduction given, as in a recital, before the performance of each piece.

Maximum time: 15 minutes.

2. Teaching **20 marks**

Option A: The candidate will teach a lesson of 20 minutes in the examination room to a solo student or a small group of students (maximum 5).

Option B: The candidate will submit a recording of themselves teaching a lesson of 20 minutes to a solo student or a small group of students (maximum 5). The recording must be a DVD. Two copies must be submitted at the time of application. Depending on facilities at the centre, the examiners may assess the recording either during or prior to the examination.

Note: examiners prefer to see a 'live' teaching session; any candidate choosing the DVD option must seek approval from the Chief Examiner in writing in advance of entry, explaining the necessities that govern their choice.

It is expected that the main focus of the lesson will be practical work. The work should include both exercises in voice and physicality and direct work on a piece of text. The beginning and the end of the teaching should indicate where the lesson stands in the overall programme of work.

Notes:

(i) The candidate is responsible for providing the student(s).

(ii) The candidate should have been teaching the student(s) for more than six months prior to the date of entry for the examination.

(iii) The candidate must make clear at the beginning of the presentation what grade the teaching is placed at (chosen from Grades 1 to 8).

(iv) DVD recording should be from a fixed position and without subsequent editing.

3. Presentation **20 marks**

The candidate will give a presentation of 20 minutes on the following:

- the general aims and approaches that are considered by the candidate as central to the teaching of drama and communication, together with an indication of the progression needed across Grades 1 to 8;
- examples of the different skills needed at two separate grades, with reference to specific passages; the items performed in Component 1 may be used if appropriate;
- an account of their own learning points in the course of teaching, concerning problems or challenges that they met and their suggestions for responding to them.

4. Discussion **20 marks**

The candidate will be asked to engage in a discussion of approximately ten minutes with the examiners on questions that may arise from any of the three earlier components, according to the examiners' assessment of the substantial areas to pursue.

5. Essay **20 marks**

The candidate will submit an essay of between 3,000 and 3,500 words on a significant topic in the field of teaching drama and communication. The topic can originate within any area that is of particular interest to the candidate. If there is need of an in-principle check on the suitability of the title, it may be submitted to the Chief Examiner by email. Broadly, there is an expectation that the topic will be the subject of a reflective and research-based investigation by the candidate, and will use evidence carefully to arrive at conclusions. A fresh writing style will also be given credit. Please consult Section 3.1 for the assessment criteria.

The essay must be submitted at the time of entry for the exam via an upload to the website: lcme.uwl.ac.uk/upload-work

2.5 FLCM requirements

FLCM in Speech, Drama and Communication

The Fellowship is the highest level external diploma awarded by University of West London Qualifications. A sophisticated, professional standard of performance is expected.

The candidate must hold the Licentiate Diploma of the London College of Music before taking the Fellowship examination. Other qualifications may be accepted by the Chief Examiner.

There are no theory requirements. The candidate is expected to demonstrate an implicit understanding of the theory involved during the performance.

All candidates will be supplied with a report from the examiners, where the Fellowship recital will be assessed as either 'Approved' or 'Not Approved.'

The Recital

The candidate will present a 45–50 minute recital on a theme reflecting the candidate's own particular interests. Where appropriate, prose may be read aloud. A candidate in Public Speaking will offer a series of linked, contrasting speeches. A candidate in Spoken English in Religion will devise a suitable programme. Suggestions may be found in the Study Guide, *Speaking in Faith* by Keith Bamford (LCM Publications).

Full programme notes (two copies) must be provided for the examiners. They should give a clear indication of the theme of the performance, and a brief introduction to each piece performed. Two copies of all pieces to be performed must also be provided by the candidate.

The pieces are expected to show the candidate's ability to handle some or all of the following, as appropriate:

- climax
- character development
- secondary characterisation (representation of an 'unseen' character on the stage)
- vocal modulation
- a wide variety of styles and periods of writing
- comedy
- serious or social drama
- timing
- exposition and persuasion

The candidate is expected to:

- demonstrate the ability to hold an audience in solo performance
- link the pieces with appropriate comments
- make effective use of the performance space

If the candidate feels it would be helpful, a copy of the proposed recital programme may be submitted to the Chief Examiner in Drama and Communication at least six weeks before the closing date for the examination session, for confirmation and/or advice; however this is not a requirement.

The recital may be given before an invited audience, but this participation must follow the syllabus rules strictly.

a. The room used for the performance must be of a size to accommodate the performer, the examiners and the audience in comfort. The examiners will be the final judges of this condition.
b. The audience must be seated behind the examiners.
c. The audience may respond only at the end of the performance and not seek to influence the examiners in any way.
d. The fact that the performance is to take place in public does not imply that anyone other than the candidate (i.e. an MC) may be involved.
e. Any individual requests made by candidates will be dealt with by the examiners, whose decision is final.

FLCM by Thesis in Speech, Drama and Communication

The candidate must hold the Licentiate Diploma of the London College of Music before taking the Fellowship examination. Other qualifications may be accepted by the Chief Examiner.

1. Approval

Candidates for this examination should make application to LCM Examinations in writing. The candidate must supply an outline of 500–1,000 words also giving the title, the nature of the research method, and a clear indication of the structure of the proposed research paper/thesis, and how it relates to previous studies. LCM Examinations may require the applicant to modify this outline and reserves the right to reject the application at this stage.

2. Submission of the Thesis

A research paper/thesis on any topic related to Speech or Drama or Communication, analytical or performance related. It must not be specifically about teaching, as this area is covered in the teaching diplomas.

A successful thesis will reflect good literary style and academic rigour. The candidate will be expected to state the purpose of the study clearly and to demonstrate a thorough knowledge of the subject under scrutiny, resulting from critical and analytical study of pertinent source materials. Theses, regardless of whether they are library based, reflecting historical, empirical or descriptive research, should clearly indicate the sources of ideas and observations. Candidates may adopt any of the usual referencing and bibliographical methods.

Two copies of the thesis, of about 20,000 words (excluding references and any appendices), should be sent to LCM Examinations together with the current examination fee. One of these copies will be returned to the candidate after the examination.

Presentation:

The thesis must be typed or word-processed on A4 size paper of good quality and photocopies should also be of good quality. Typing should be on one side of the paper only, double or one and a half spacing being used for the main text and single spacing for quotations and for any footnotes.

The title page of the thesis should give the full title followed by the words 'submitted for Fellowship Diploma at the London College of Music'. The candidate's full name, and month and year of submission, must also appear on the title page. The two copies of the thesis may be bound by any well presented method (boards and cloth, spiral bound, etc.). Ring binder folders are not suitable.

3. Examination

After the examination, which may include a *viva voce*, the examiners may require the candidate to carry out minor modifications and deal with any typing errors before award of the diploma.

All candidates will be supplied with a report from the examiners, where the Fellowship thesis will be assessed as either 'Approved' or 'Not Approved.'

Candidates are reminded that Fellowship is the highest level external diploma awarded by University of West London Qualifications, and this is reflected in the high standard of research expected.

3. Assessment

3.1 Assessment criteria

The fundamental principle of assessment at Diploma level is that the work presented will show a progressive level of maturity (DipLCM to ALCM to LLCM to FLCM) that is beyond the final achievement level of the graded examinations (i.e. beyond LCM Grade 8). The main criteria for assessment will therefore relate to the components as follows:

Performance

- The variety and range of the material presented, in the context of the particular subject; this will unfold in aspects such as variety of genre, theme, character, style and tone, and range across time and setting.
- The complexity and interest of the thought and feelings that are embodied in the performance.
- The handling of language, and of the dynamic shape of the pieces.
- The sense of personal interpretative skills.
- The deployment of sophisticated vocal and physical technical control.

Sight Reading (where required)

- The ability to read fluently and correctly.
- The ability to pick up clues in the text so as to show some of the specific qualities of the text, in relation to character, the changes of thought and emotion, the predominant mood and the distinctive use of language.

Discussion

- An ability to discuss the pieces knowledgeably, covering content, style and (where relevant) historical and literary context.
- An ability to discuss the main features of the theory of voice production and of the other areas relevant to the specific subject (performance, movement, audience, for example).
- An ability to initiate and respond to wider issues arising from the performance.

Essay (teaching diplomas only)

- The ability to assemble relevant knowledge of the subject in relation to the candidate's chosen title.
- The capacity for analytical thinking about the issues, in looking at different sides of a question or the variety of ideas which can be brought to bear on the topic.
- The incorporation of research into the topic through books, articles or the work of other practitioners.
- The presentation of personal experience in the area of the topic.
- The deployment of good language skills.

Notes for Essay Components (teaching diplomas only):

- Appendices of relevant textual or visual material may be used where they illustrate points made in the main body of the essay; the word length specifications apply to the main body of the essay.
- The use of a system of reference is strongly recommended so that the origin of quotations and extracts in the essay can be identified by cross-reference to the bibliography at the end of the essay.

4. Awarding and reporting

4.1 Issue of results

A written report will be compiled for each examination. Candidates will be informed of the result of practical examinations as soon as possible, and not later than four weeks after the examination date, by post. Thesis results will be issued within ten weeks of receipt. Representatives are not allowed to issue results over the telephone. Certificates for successful candidates are normally dispatched within eight weeks of the date of the examination, but very often they will be received sooner than this. This time is necessary to ensure that all results are properly standardised and have been checked by LCM Examinations.

4.2 Awards

DipLCM, ALCM and LLCM: Candidates must attain an overall minimum mark of 75 % in order to pass the examination.

ALCM and LLCM Teaching: Candidates must attain an overall minimum mark of 75 % in order to pass the examination. Candidates must submit their essay at the time of entry for the exam via an upload to the website: lcme.uwl.ac.uk/upload-work.

FLCM: Candidates are assessed as 'Approved' or 'Not Approved'.

Candidates who successfully complete a diploma are permitted to append the letters 'DipLCM', 'DipLCM(TD)', 'ALCM', 'ALCM(TD)', LLCM', 'LLCM(TD)' or 'FLCM', as appropriate, to their names. Successful candidates are also permitted to wear academic dress.

Successful ALCM(TD) candidates are eligible for student membership of the Society of Teachers of Speech and Drama. Successful LLCM(TD) candidates are eligible for full membership of the Society of Teachers of Speech and Drama.

4.3 Repeats of examinations

Where a candidate is not able to reach the minimum standard for a pass in an examination, application for re-examination at that level is permitted, upon payment of the current entry fee. All examination components must be completed on re-examination. Marks from examination components may not be carried forward or credited.