1. **Title of the module**
   Stage Management – LAMDA100

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

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

4. **The number of credits and the ECTS value which the module represents**
   30 credits [15 ECTS]

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn, Spring and Summer

6. **Prerequisite and co-requisite modules**
   Not applicable

7. **The programmes of study to which the module contributes**
   Fd Production and Technical Arts: Stage & Screen

8. **The intended subject specific learning outcomes.**
   On successfully completing the module students will be able to:
   8.1 Understand the roles and responsibilities of the stage manager, deputy stage manager and the assistant stage manager within the department of production & technical arts and the broader responsibilities as members of the production team
   8.2 Be able to undertake a production role on a show, from rehearsals through to the get out
   8.3 Be able to work as a team member, prioritise their workloads and communicate information to all other departments successfully
   8.4 Apply skills developed to prop making and maintaining, and set design
   8.5 Plan and analyse aspects of technical arts as applicable to a production
   8.6 Understand the health and safety responsibilities and safe practice as a member of the stage management team

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 given information and/or decision-making
   9.3 Evaluate the appropriateness of own work
   9.4 Understand the application of safe working practices
   9.5 Develop new skills within a structured and managed environment
   9.6 Adapt the work required to a given environment.
10. **A synopsis of the curriculum**

The content of this module serves three purposes; firstly, to introduce students to the diverse roles within Stage Management in theatre productions, and secondly, to enable students to become familiar with theatre terminology, requirements and expectations as applied to production & technical arts. Thirdly, students acquire prop making skills through sculpting, casting, scrimming and applying a variety of finishes.

These are taught through a mixture of academic tutorials and practical workshops that cover a wide range of diverse topics, designed to equip students with a broad skills and knowledge base that also includes research techniques.

The module therefore contains historical elements (e.g. history of art/furniture/costume), communication and management components (e.g. theatre types/staffing/terminology), and practical workshops (e.g. prop making techniques/sewing/score reading).

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 production & technical arts. The module content is delivered through a mixture of academic lectures, practical workshops, and students’ independent work on an individual submission.

During the course of the module students receive informal feedback from tutors in practical workshops and projects. Each student receives a formal individual feedback tutorial at the end of every term to discuss progress with a member of staff, and to agree individual attainment and targets for development. This tutorial draws on the module tutor’s written assessment of student work.

<table>
<thead>
<tr>
<th>Academic lectures:</th>
<th>36h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical workshops</td>
<td>160h</td>
</tr>
<tr>
<td><strong>Total Contact Hours:</strong></td>
<td><strong>196h</strong></td>
</tr>
<tr>
<td>Independent Study Hours:</td>
<td>104h</td>
</tr>
<tr>
<td><strong>Total Study Hours:</strong></td>
<td><strong>300h</strong></td>
</tr>
</tbody>
</table>

13. **Assessment methods**

- Technical Skills: 50%
- Common Skills: 50%
All assessment is based on the module’s learning outcomes, and graded in percentages. These follow the University of Kent’s marking policy as set out on the following web link:
http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html

Assessment at LAMDA takes two forms, described below as Continuous (Formative) Assessment and Summative Assessment.

Continuous Assessment: staff and students are able to monitor progress through an open process of discussion and review before, during and after class/production work. This formative feedback allows the students to understand their attainments and become aware of any areas for development.

Summative Assessment: at the end of each unit of work, or module (whichever happens sooner), the tutor completes a combined grading and report form, allocating grades to reflect the technical ability and professional approach of every area of the student’s work. This process results in two overall marks, equally weighted: one for Technical Skills and one for Common Skills.

Technical Skills - These are the individual skills that make up the nature of the work, e.g. rigging and focussing for electrics. The overall pass mark for this assessment is 40%.

Common Skills - These are the qualities of any work carried out that markers would be looking to see successfully demonstrated by a potential employee, e.g. time management or team-work. The overall pass mark for this assessment is 55%

After each show rotation, usually twice a term, the Head of Technical Training will chair a markers’ meeting to monitor student work and second mark the grades given, as per the second marking policy set out in the University of Kent’s credit framework (see above). This meeting allows all the staff members to comment on student progress and identify areas of strength and further development.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
<th>9.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td>104h</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Academic Lectures</td>
<td>36h</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Practical workshops</td>
<td>160h</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>Assessment method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

15. Campus(es) or Centre(s) where module will be delivered:
   LAMDA, 155 Talgarth Road, London, W14 9DA

16. Internationalisation

Theatre training is a subject area developed through contributions from across the globe. The tutorial team responsible for teaching the programme (to which this module belongs) exemplifies such professional experience. Meeting the subject-specific learning outcomes enables students to apply the skills developed in a wide range of international contexts.

The reading list has been compiled with particular reference to the internationally recognised practices in this field.

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.

17. Partner College/Validated Institution:
   LAMDA, 155 Talgarth Road, London, W14 9DA

18. University School responsible for the programme:
   School of Arts

FACULTIES SUPPORT OFFICE USE ONLY

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>