1. Title of the module
   LAMDA 808 – Skills 1 – Research and Presentation (Companies and Practitioners)

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

3. Start date of the module
   September 2014

4. The number of students expected to take the module
   4 – 8

5. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal
   Not applicable

6. The level of the module (e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])
   Postgraduate [M]

7. The number of credits and the ECTS value which the module represents
   5 credits / 2.5 ECTS

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Spring Term

9. Prerequisite and co-requisite modules
   All modules of the programme have to be taken to achieve the award.

10. The programmes of study to which the module contributes
    MA in Directing

11. The intended subject specific learning outcomes
    On successful completion of this module, students will have developed:
    • The ability to research, identify and select material in order to develop a ‘script’ prior to a presentation, based on an investigation into a company’s work and/or an individual artistic practitioner
      A1, 2, 3, B1, 3, 4, 5, C3, 4, D5, 6, 7
    • Their knowledge and understanding of company structures and funding sources, both public and private
      A1, 2, B1, 3, 5, C4, D5, 6
    • The ability to identify and discuss the artistic development of an individual and/or company
      A4, B5, D3, 5, 6
    • Their understanding of the processes involved in delivering a public presentation
      A3, 4, B1, 3, 6, C4, D1, 3, 5, 6, 7
    • Their skills in conducting advanced research, leading to greater understanding of artistic development, company formation & ethos
12. The intended generic learning outcomes
On successful completion of this module, students will have developed:

- The ability to give a presentation
  A1, 3, B1, 3, 5, 6, C3, 4, D1, 3, 5, 6, 7
- Their confidence and ability in making critical evaluations
  A1, 2, 4, B5, 6, C1, 3, 4, D5, 6, 7
- Their confidence and ability in the application of independent learning
  A4, B3, D5
- Their understanding of how to use initiative and creativity effectively
  A1, 4, B1, 3, 5, 6, C3, 4, D3
- Their confidence in using IT skills in the production of a presentation
  D5
- Their ability to engage successfully with the professional preparation of presentation materials
  A3, B3, 5, C3, 4, D5, 6
- Their ability to demonstrate the effective use of communication skills
  A1, 3, B1, 3, 6, C3, 4, D1, 3

13. A synopsis of the curriculum

The emphasis of practice-based analysis and vocational training-based research necessitates that the curriculum content of the module is listed as a summary of subject areas studied, as opposed to lecture/ seminar titles. Students are expected to engage in participation and subsequent critical evaluation of these activities, a process that promotes M-level work as appropriate to the subject discipline.

The curriculum for this module covers the following foci:

- Tutor-led seminar to introduce best practice research methodologies as applicable to the discipline; to include citation and bibliographic referencing.
- Students identify a theatre company and/or an artistic practitioner (one from UK, one International) whose work they wish to study
- Focussed research to enable the student to identify key artistic development within both the company or practitioner to facilitate the preparation of a presentation
- Development of two presentations to disseminate core beliefs, skills, methodologies of their chosen subjects
- Public presentation to tutors and the student community

14. Indicative Reading List

15. Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended module learning outcomes.

The content of this module is delivered as follows:

- Tutor-led seminars – research techniques
- Independent learning, building on research techniques discussed in tutor-led seminars
- Individual presentation based on topics discussed in tutor-led seminars

This module comprises 50 hours of study, approximately broken down as follows:

- 6 hours of tutor-led seminars
- 43 hours of self-directed learning
- 1 hour of public presentation

This module is designed to develop effective and detailed research practices within the student. The focus on Companies and Practitioners is aimed at broadening the awareness of the student to the wider world of theatre, methods of theatrical production, artistic direction, and practice.

The presentation format seeks to develop communication skills in the student and help familiarise him/her with report writing and creating ‘pitches’. Students will need to sift and select information and construct narratives in order to communicate their responses to those areas of investigation.

At the completion of the module the student will make a presentation to tutor and peers, based on his/her ‘script’, slides, and visual material. After the presentation the use of a bibliography and citation materials will be used to evaluate his/her research presentation and draw conclusions for future good practice.

This approach encourages students to develop confidence in communicating in a ‘public’ arena (final presentations) in order to be able to meet theatre practitioners and engage with industry professionals at a sophisticated level. As future directors, students will often have to ‘pitch’ ideas to potential employers and collaborators. The ability to do this succinctly and interestingly is a key element in beginning the long-term artistic conversations that are likely to aid the career of a director.

16. Assessment methods and how these relate to testing achievement of the intended module learning outcomes

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

All first marking is undertaken by the module tutor, and second marking is provided by either the Head of Department of the relevant discipline, or a staff tutor involved in delivering this module. All marks are moderated in the end-of-term Heads of Department meeting, which is attended by the Vice Principal, the Head of the Drama School, the Heads of Department for Acting, Movement, Screen and Audio, and Music, as well as the Head of Studies. First and second marking procedures follow the regulations as set out by the University of Kent.

The MA in Directing is a course in which the analytical skills gained through academic study prepare students for a variety of tasks essential to working as a director in industry. Therefore, the positioning of this module (which draws heavily on the student’s ability to put into practice the results of self-directed learning) is seen as an important step towards building the skills and confidence to function independently of a more formally structured curriculum. The student draws on the experience of the preceding modules in autumn term and, under the guidance of a mentor/tutor, presents course work that demonstrates his/her understanding of industry practices as applied to companies and practitioners. The learning outcomes listed under 11) can all be demonstrated successfully in the module assessments listed below.
There are two assessed module components: a research presentation (20 minutes) and a viva voce discussing the presentation (10 minutes). The weighting of both elements is 60% for the presentation and 40% for the viva voce.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count or equivalent</th>
<th>Percentage of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research presentation</td>
<td>20 minutes</td>
<td>60%</td>
</tr>
<tr>
<td>Viva voce examination based on the content of the research presentation</td>
<td>10 minutes</td>
<td>40%</td>
</tr>
</tbody>
</table>

By successfully completing this module students are expected to demonstrate ‘mastery of a specialized area of knowledge and skills’, indicative of their ability to engage effectively in a ‘professional activity, thereby accepting accountability for related decision making, including use of supervision’ (QAA Credit Framework 2008, level 7 descriptor, p.19)

17. Implications for learning resources, including staff, library, IT and space

Students have access to a number of teaching and rehearsal spaces that are appropriately equipped for the classes/ rehearsals/ workshops/ tutorials/ presentations. IT facilities include a designated computer room for use by students, and free Wi-Fi in LAMDA’s building at 155 Talgarth Road. There is also a library with a broad range of texts and textbooks, as well as access to digital resources via an Athens log-in service.

Staffing for this course consists of the course leader (LAMDA’s Vice-Principal), the Academy’s Heads of Department for Acting, Movement, Music and Voice, as well as current sessional staff who are teaching on LAMDA’s Fd in Professional Acting, the BA (Hons) in Professional Acting, the Fd in Stage Management, and the MA in Classical Acting. All the above courses are validated by the University of Kent.

Pastoral support is co-ordinated by the Registrar, and academic study support is provided by the Head of Studies. The module tutor is LAMDA’s Vice Principal and Head of Acting. Additional subject-specific teaching as required by this module is delivered by a Senior Tutor of the LAMDA Teaching Faculty.

18. The Collaborative Partner recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the Collaborative Partner’s disability/dyslexia support service, and specialist support will be provided where needed.

19. Campus(es) where module will be delivered:

LAMDA, 155 Talgarth Road, London, W14 9DA

20. Partner College/Validated Institution:

London Academy of Music and Dramatic Art (LAMDA), 155 Talgarth Road, London, W14 9DA

21. University School responsible for the programme: School of Arts
UNIVERSITY OF KENT

SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL

Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate): "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  Date

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Print Name

Statement by the Head of School: "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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Head of School  Date

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Print Name

SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION

(Where the module is proposed by a Partner College/Validated Institution)

Statement by the Nominated Officer of the College/Validated Institution (delete as applicable): "I confirm that the College/Validated Institution (delete as applicable) has approved the introduction of the module and will be responsible for its resourcing"

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Nominated Responsible Officer of Partner College/Validated Institution  Date

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Print Name

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Post

Partner College/Validated Institution