1. Title of the module
   LAMDA 812 Directing 2 - Directing the Production

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 Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal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
   60 credits / 30 ECTS

8. Which term(s) the module is to be taught in (or other teaching pattern)
   Across two terms: summer and final term (May - September)

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:
UNIVERSITY OF KENT

- The ability to select a suitable play for production
  A1, 2, B1, 2, 3, 4, 5 C1, 2, 9 D5, 6, 7
- The knowledge required to secure performing rights
  A1, 3, B1, 3, 6, C1, D1, 5, 7
- The ability to produce a production timeline
  A1, 3, B1, 2, 3, 4, 5 C1, 4, 8, D3, 4, 5, 6
- The capacity to produce a prepared production script
  A1, 2, 3, B1, 2, 3, 4, 5 C1, 2, 3, 9, D3, 4, 5, 6
- The ability to respond creatively in the development of production concepts
  A1, 3, B1, 2, 4, 5, C1, 2, 3, 4, 9, D3, 4, 5, 6
- The knowledge required to produce a director’s workbook and research material suitable for design meetings
  A1, 2, 3, B1, 2, 3, 4, 5, C1, 2, 3, 4, 5, D1, 2, 3, 5, 6, 7
- The ability to plan auditions and cast the play
  A1, 3, B1, 3, 5, 6, C2, 3, 4, 5, 8, 9, D1, 2, 4
- The capacity to demonstrate strong leadership and initiative
  A1, 4, 5, 6, B1, 3, 4, 5, 6, C1, 4, 6, 7, 8, 9, D1, 2, 3, 4, 5, 6, 7
- The ability to synthesise creative choices in all aspects of the production, leading to new interpretations
  A1, 2, 4, 6, B1, 3, 4, 5, 6, C1, 4, D3, 5, 6
- The skills required to apply appropriate rehearsal techniques
  A1, 2, 4, 5, 6, B5, 6, C1, 2, 4, 6, 7, 8, D1, 2, 3, 4, 6
- The ability to implement advanced technical skills
  A1, 4, 5, 6, B1, 3, 4, 5, 6, C4, 6, 7, 8, D1, 2, 3, 6
- Their knowledge and understanding of working co-operatively with fellow practitioners
  A1, 5, 6, B1, 3, C4, 6, 7, 8 D1, 2, 3, 4, 6
- The ability to use critical reflection to plan and apply the work from first rehearsal through to closing performance
  A2, 4, 5, 6, B3, 4, 5, 6 C2, 4, 6, 7, 8, 9, D1, 2, 3, 4
- Their familiarity with the evidencing of the professional preparation of texts
  A3, B2, 4, 5, C1, 2, D3, 5, 6

12. The intended generic learning outcomes
On successful completion of the module, students will have developed:

- Their confidence in exercising the role of leadership in relation to a production
  A1, 2, 4, 5, 6, B1, 3, 4, 5, 6, C1, 2, 4, 6, 7, 8, 9, D1, 2, 3, 4, 5, 6, 7
- Their ability in implementing strategic planning skills
  A1, 3, B1, 2, 3, 4, 5, 6, C2, 4, 5, 6, 7, D2, 5, 6, 7
- Their skills in the use of research and contextual knowledge
  A2, B2, 3, 4, 5, C1, 2, D3, 5, 6
- Their ability to show initiative and creative responses
  A1, 2, 3, B1, 2, 4, 5, 6, C2, 3, 4, D3, 4, 5, 6
- Their expertise in the use of high levels of communication
  A1, 4, B1, 3, 4, 6, C4, 6, 7, 8, D1, 2, 3, 4
- Their ability to exercise critical judgement through reflective practice
  A1, B3, 4, 5, 6, C3, 4, 5, 8, 9, D, 2, 4, 6
- Their ability to use personal initiative in problem solving
  A1, 4, 6, B1, 5, 6, C2, 4, 6, 7, 8, D1, 2, 3, 4
- Their confidence in using IT skills to produce appropriate materials
  D5
- Their ability to reflect on personal working methodology and evidence process
  A4, B3, 6, C2, 4, D3, 4

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:

- Selecting a play according to resources and venue
- Forming a creative team
- Strategic use of production meetings to assist planning
- Running the rehearsal room
- Working with actors
- Working with technical and stage management support
- Staging the play
- Transition from rehearsal to performance
- Observation of rehearsal, technical rehearsal, dress rehearsal and performance
- Reflecting on processes to develop the work

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 observation of processes
- Self-directed learning
- Production script preparation
- Casting and creation of artistic team
- Individual director’s prepare their own workbook
- Student director-led rehearsal, technical and performance of a play
- Rehearsal room management
- Ongoing production management
- Working with creative teams
- Industry connections
- Production log
- Tutor observed rehearsal, technical period, dress rehearsal and performances
- Individual mentoring
This module comprises 600 hours of study, approximately broken down as follows:

- 160 hours pre-production
- 240 hours of rehearsal/performance & production work
- 100 hours of reflective practice
- 60 hours of tutor input/mentoring (course leader, technical director of performance space, sound and lighting specialists, designer)
- 40 hours of post-production work

This module serves as the major summative element of the course and can as such be regarded as the creative equivalent to a dissertation. It builds on the previous module (D06, Directing 1) and enables the student to further develop and deepen his/her practice by incorporating the knowledge gained through the experience of directing a devised project.

The module aims to replicate the process of professional production in the industry starting, as it does, with the selection of a suitable play on which to work within the given constraints of cast size, budget and venue.

Under the guidance of the course tutor and with significant input from tutors representing the technical provisions of production management, lighting and sound departments the student director takes responsibility for the delivery of this production. As part of the process he/she will work with theatre professionals including a designer, production manager and a team of stage managers and technicians.

The work is spread across two terms, beginning at the start of the summer term and concludes in mid-September. This enables the student to select a suitable play, secure the rights and then commence the planning process. There follows a period of developing the production concept, casting producing the production script, design and planning for all other aspects of the production. Rehearsals are scheduled as per industry conditions. In addition, production work will take place in the evenings and weekends as required; this is reflected in the high number of pre-production and rehearsal/performance hours.

Throughout this process, students will be mentored by the course leader and will be required to keep a detailed work book which will capture the initial processes and developing techniques that the director brings to bear on the work of realising the play.

These productions are fully supported, technically, and serve as an opportunity for the student to introduce himself/herself to the profession.

At the completion of this module a student will have demonstrated the synthesis of all elements of his/her training.

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 extensive and diverse nature of the learning outcomes listed under 11) indicates the complexity of tasks associated with this module, the content of which requires students to
demonstrate a coherent balance of knowledge, reflective practice and subject-specific leadership.

The assessment for this module consists of two elements: the marking of the production and the submission of a student director's log (3000 words or a 30 minute video evaluation) in which the student reflects on aspects of the production, from working with actors in the realisation of the play to aesthetic responses and decision making with the designer and artistic team in relation to space and the emerging production.

Assessment weighting: 75% for the production, 25% for the log or video evaluation

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count or equivalent</th>
<th>Percentage of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staged production</td>
<td>n/a</td>
<td>75%</td>
</tr>
<tr>
<td>EITHER: Director's Log</td>
<td>3000 words</td>
<td>25%</td>
</tr>
<tr>
<td>OR: Video evaluation</td>
<td>30 minutes</td>
<td></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 text books, 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
If the module is part of a programme in a Partner College or Validated Institution, please complete the following:

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

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

..................................................................................................................

Head of School .......................................................... Date

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