1. **Title of the module**
The Director Prepares – LAMDA820

2. **School or partner institution which will be responsible for management of the module**
LAMDA

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

4. **The number of credits and the ECTS value which the module represents**
20 (10 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
2-3 (autumn – spring)

6. **Prerequisite and co-requisite modules**
n/a

7. **The programmes of study to which the module contributes**
MA Directing

8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:

   **8.1** To be able to express critical thinking in play selection A1, 3, B1, 2, 4, C1, 2, 9, D3, 5
   **8.2** Develop an understanding of pre-production planning A3, B1, 2, 3, 4, 5, C1, 2, D3, 4, 5
   **8.3** Demonstrate skills in cutting texts for two different production interpretations A3, B2, 3, 4, 5, 6, C2, 9, D3, 4
   **8.4** Be able to demonstrate how contextual research can lead to creative interpretation A3, B2, 4, 5, 6, C2, 3, 4, D3, 4, 5, 6
   **8.5** Be able to produce a director’s workbook A1, 2, 3, B1, 2, 3, 4, 5, C1, 2, 3, 4, 5, D3, 4, 5, 6
   **8.6** Interpret conceptual thinking leading to initial design ideas A3, B2, 3, 4, 5, 6, C2, 3, 4, 5, 9, D3, 4, 5, 6

9. **The intended generic learning outcomes.**
On successfully completing the module students will be able to:

   **9.1** Advanced literary skills A2, 3, B2, 3, 4, 5, C1, 2, 9, D3, 4, 5, 6
   **9.2** Ability to deal with deadlines A2, 3, B3, 5, 6, C2, 4, D3, 4, 5
   **9.3** IT & research skills B2, 4, 5, C2, D5, 6
   **9.4** Critical response B6, C4, 5, D4, 6
   **9.5** Independent learning A1, B3, C9, D4, 5, 7
   **9.6** Communication & presentation skills A1, C4, 5, D1, 2, 4

10. **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 seminars
    - Independent learning
    - Assembling a Director’s workbook
    - Learning constructive dialogue: communicating ideas to collaborators
    - Set designer led interrogation of student’s interpretation
11. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**


Web Resources:

National Theatre: The Making of Timon of Athens

https://www.youtube.com/watch?v=Z7E-H_tOQXc

National Theatre: A design concept realised:

https://www.youtube.com/watch?v=2lq_lCAlwv4

12. **Learning and teaching methods**

The content of this module is delivered as follows:

- Tutor led seminars
- Text analysis workshops
- Workbook exercises
- Preparation of casting grids
- Independent learning
- Working with classical texts
- Presentation & conversation with a professional designer

This module comprises 200 hours of study, approximately broken down as follows:

- 15 hours of tutor led seminars
- 3 hours of presentation
- 182 hours of self-directed learning

This project is designed to develop good working practices in the student and equip him/her with the necessary skills for pre-production of a script.

He/she will learn how to plan and develop strategies to enable him/her to be flexible and adaptive in relation to the changeable nature of creative projects. The students will have weekly seminars throughout the second half of the term to discuss the structure and content of workbooks and,
through critical and guided reflection, learn how to develop a creative interpretation through the use of visual referencing.

The project culminates with the student meeting a professional designer to share his/ her work. This encourages the student to find suitable ways to best communicate the ideas that he/ she is interested in exploring within the context of a given play production. In so doing, this project replicates the practice of the profession and prepares the student for an aspect of the last module of the course (Directing 2).

13. Assessment methods

13.1 Main assessment methods

Assessment is made according to the University of Kent’s assessment bands, 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.

Assessment takes place through the submission of a workbook and a viva voce examination with a designer in which students are expected to demonstrate analytical understanding of the module content as appropriate to M-level learning. Both the workbook and the viva voce enable the student to demonstrate those competencies listed under 11) as specific learning outcomes.

The workbook documents the selection of a play and contains a casting grid for two different sized casts, the cut version of the play and mood-boards/visual material to prompt the interpretive discussion with a Set Designer.

All work will be marked by the module tutor and second-marked by the Set Designer.

Viva voce and Workbook are weighted 40/60 respectively.

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<tr>
<th>Assessment</th>
<th>Word count or equivalent</th>
<th>Percentage of assessment</th>
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<tbody>
<tr>
<td>Workbook of visual materials</td>
<td>Not applicable due to the specific content of the Workbook</td>
<td>60%</td>
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<tr>
<td>(a cut script, 2 casting grids, visual materials)</td>
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<tr>
<td>Viva voce examination</td>
<td>10 minutes</td>
<td>40%</td>
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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)
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>
<th>8.3</th>
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<tr>
<td>Learning/teaching method</td>
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<tr>
<td>Viva Voce</td>
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14. **Inclusive module design**

LAMDA 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**

LAMDA auditions for students in France, Ireland and right across North America, has active partnerships with organisation in India and Hong Kong, and regularly attracts students from over fifty different countries. We have an increasingly diverse staffing body, and consistently seek to broaden the range of material we work with beyond the standard canon. Before and after graduation, students are paired with mentors in their own region of the world, and those eligible to work in the US and/or Canada are showcased to the industry in New York and Los Angeles or Toronto, as appropriate.

Although our English language entry requirements are high, we have recently introduced additional support for those students whose first language is not English.
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**
   London Academy of Music and Dramatic Art (LAMDA)

18. **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.

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<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
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