1. **Title of the module**
   Skills 1: Research and Presentation – LAMDA821

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 (Level 4, Level 5, Level 6 or Level 7)**
   7

4. **The number of credits and the ECTS value which the module represents**
   15 (7.5 ECTS)

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

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:
   Note: subject benchmark statement references follow each item.

   8.1 Demonstrate 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
   8.2 Develop a knowledge and understanding of company structures and funding sources, both public and private A1, 2, B1, 3, 5, C4, D5, 6
   8.3 Be able to identify and discuss the artistic development of an individual and/or company A4, B5, 6, D3, 5, 6
   8.4 Develop an understanding of the processes involved in delivering a public presentation A1, 3, B1, 3, 5, 6, C3, 4, D1, 3, 5, 6, 7

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

   9.1 Development of critical evaluation A1, 2, 4, B5, 6, C1, 3, 4, D5, 6, 7
   9.2 Advanced research to leading to greater understanding of artistic development, company formation & ethos A2, 3, B1, 5, 6, C1, 4, D3, 5, 6
   9.3 Independent learning A4, B3, D5
   9.4 Initiative and creativity A1, 4, B1, 3, 5, 6, C3, 4, D3
   9.5 IT skills in production of presentation D5
   9.6 Professional preparation of presentation materials A3, B3, 5, C3, 4, D5, 6
9.7 Development of communication skills A1, 3, B1, 3, 6, C3, 4, D1, 3

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 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

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)


12. Learning and teaching methods

The content of this module is delivered as follows:

- Tutor-led seminars – research techniques
- Independent learning
- Individual presentation

This module comprises 150 hours of study, approximately broken down as follows:
• 15 hours of tutor-led seminars
• 135 hours of self-directed learning

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 them 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 their ‘script’, slides, and visual material. After the presentation the use of a bibliography and citation materials will be used to evaluate their 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.

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.

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.
### 14. 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>Learning/teaching method</th>
<th>Hours allocated</th>
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<td>Seminars</td>
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<td>Self-directed learning</td>
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<td>Assessment method</td>
<td>Research presentation</td>
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<td>Viva voce</td>
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### 15. 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

### 16. Campus(es) or centre(s) where module will be delivered

LAMDA, 155 Talgarth Road, London W14 9DA

### 17. 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.

18. Partner College/Validated Institution
   London Academy of Music and Dramatic Art (LAMDA)

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