**UNIVERSITY OF KENT AT CANTERBURY**

**MODULE SPECIFICATION TEMPLATE**

**The title of the module**
The Principles and Procedures of Stage Management

**The Department which will be responsible for management of the module**
Stage Management and Technical Theatre

**The Start Date of the Module**
September 2009

**The cohort of students (onwards) to which the module will be applicable.**
Enter 2009

**The number of students expected to take the module**
Up to 24

**Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Departments and Faculties regarding the withdrawal**
None

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

**The number of credits which the module represents**
40 Credits

**Which term(s) the module is to be taught in (or other teaching pattern)**
The module is taught throughout the first year of training. (Autumn, Spring and Summer terms)

**Pre-requisite and co-requisite modules**
None

**The programmes of study to which the module contributes**
Foundation Degree Stage Management and Technical Theatre

**The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes**
At the end of this module the student will:

- Understand the roles and responsibilities of the stage manager, deputy stage manager and the assistant stage manager within the department of stage management and the broader responsibilities as members of the production team.
- Be able to undertake a stage management role on a production, from rehearsals through to the get out.
- Be able to work as a team member, prioritise their workloads and communicate information to all other departments successfully.
- Understand the health and safety responsibilities and safe practice as a member of the stage management team.

These learning outcomes introduce students to the roles and responsibilities of the stage management team. Students will develop an understanding of the organisational and managerial role of the department as well as the specific skills related to the work of the stage management team.
The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

- Team work and participation
- Communication skills both written and oral
- Time management
- Independent work
- IT Skills

These generic learning outcomes support the overall educational aim of the programme to equip students with the necessary skills to gain and retain employment, regardless of their chosen specialism within the entertainment industry.

A synopsis of the curriculum

- Theatre Funding
- The relationship between the stage management department and the production team
- Types of theatre, performance venues and theatre staffing
- Theatre terminology
- The roles and duties of the stage management team from pre-rehearsal to post-production
- Telephone technique and communication skills
- Prop making skills
- Score reading
- Budgeting
- Health and Safety
- Practical experience of work within a stage management department

Indicative Reading List

Davis. T, *Stage Design* Rotovision
Hockney. D, *Secret Knowledge* Thames and Hudson

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 learning outcomes

This module comprises of 400 hours of study, approximately broken down as follows:
100 hours of class work
240 hours of experiential learning
60 hours private study

In achieving the learning outcomes for this module, students will work with LAMDA tutors in both tutor led class work and in experiential learning on a public production as a member of the stage management department. All classes are practical in support of the vocational nature of this programme of study. Class work is used to introduce students to the work of the stage management department.

In addition students will be asked to complete two practical projects and it is expected that students will be required to commit private study time to complete the work.
Class are taught in small groups of no more than 6 students. Show rotation requirements are calculated by the needs of the show, but it is expected that there would be no more than 4 students in each stage management team with the exception of the musical.

Students will receive regular feedback from the on-line tutors throughout the module and a formal one-to-one tutorial at the end of the module to reflect on the work undertaken.

**Assessment methods and how these relate to testing achievement of the intended learning outcomes**

- 100% practical show rotation. (tests all learning outcomes)

Assessment is continuous and measured against the learning outcomes. Final grades are awarded at the end of the module. Students are awarded to grades, grade one is for technical skills – how well the individual has applied the skills taught in class work to the realistic working environment, and grade two is for common skills such as time keeping, use of initiative, communication skills etc, and reflects the transferable skills each student needs to gain and maintain employment within the industry. Technical skills are awarded within a range of 15 to 1 scale (15 being the top mark and 1 being a fail) and Common skills are awarded in a range of 8 to 1 for Common Skills. Students must gain a minimum of a 4 grade in technical skills and a minimum grade 3 in common skills to pass the module. This reflects the programme’s pedagogic approach to training – students will have technical skills that may range in competency, but in order to be employable, students must demonstrate a good level of common skills.

Students who fail the module will be offered one re-sit opportunity, agreed with the Course Director. Students must pass this module in order to progress to the next level.

The core staff discusses student progress in all modules at twice a term meetings with final grades being agreed by the staff team at the end of each term. Final department grades are then discussed at the internal exam board once a term.

The external examiner attends technical rehearsals throughout the duration of the programme duration, to observe students work and will discuss his/her findings with the Course Director and Department Head.

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**Implications for learning resources, including staff, library, IT and space**

This module is already taught and therefore all learning resource implications are already provided within existing budgets

**A statement confirming that, as far as can be reasonably anticipated, the curriculum, learning and teaching methods and forms of assessment do not present any non-justifiable disadvantage to students with disabilities**

LAMDA is satisfied that this module can be delivered to all students regardless of disability. LAMDA currently makes use of learning agreements to ensure all students are supported to achieve the learning outcomes.