UNIVERSITY OF KENT

COVER SHEET FOR PROPOSAL FOR NEW PROGRAMME OF STUDY


To use this template, save the document to your word processor and insert text in the sections provided. A completed cover sheet should accompany the proposal through all stages of the approval process.

Instructions:

1. If the programme is devised and proposed by a University department, please complete sections 1, 2 and 4.
2. If the programme is devised and proposed by an Associate College. Please complete Sections 1, 3 and 4. In Section 3, the University Head of Department should sign if the proposed programme is a cognate programme of study and the Dean of the Faculty should sign if the proposed programme is a non-cognate programme of study.

SECTION 1: PROGRAMME OF STUDY

Award and Title: Foundation Degree in Stage Management and Technical Theatre

Length of Programme: Two Years

Mode/s of Study: Full time.

Proposed Minimum/Maximum Annual Student Intake: 13/24

Department responsible for Programme Management: Stage Management

Tuition Fees: Standard

Proposed Start Date: September 2009

If the programme is devised and proposed by an Associate College, please complete the following:

Associate College: London Academy of Music and Dramatic Art

Faculty responsible for the programme: Faculty of Humanities
SECTION 2: PROGRAMME DEvised AND PROPOSED BY A UNIVERSITY DEPARTMENT

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the Department has sought advice from the Faculty Director of Learning & Teaching in preparing the proposal, that the proposal is made with the agreement of all contributing Departments and that such Departments, the Timetable Office, Information Services and other central services have confirmed that they can and will provide resources as indicated in the proposal.

.................................................................................................  ..................................................  ..................................................
Signed (Head of University Department)  Date  Date

.................................................................
(Print Name)
SECTION 3: PROGRAMME DEVISED AND PROPOSED BY AN ASSOCIATE COLLEGE

I recommend that approval be given to a new programme of study as set out in this proposal.

Signed (Head of University Department or Dean of Faculty)  Date

Post

I recommend that approval be given to a new programme of study as set out in this proposal. I confirm that the College has sought advice from the Faculty Director of Learning & Teaching in preparing the proposal, that the proposal is made with the agreement of all contributing University Departments, and that the College can and will provide resources as indicated in the proposal.

Signed (Nominated Responsible Officer of the Associate College)  Date

Post

SECTION 4: STAGES OF APPROVAL
Outline proposal approved by Executive Group on:

**Full Proposal:**

*Approved internally by Associate College on:*

Approved by Department Learning & Teaching Committee on:

Approved by Faculty Board on:

Approved by Programme Approval Sub-Committee on:

Approved by Learning & Teaching Board on:
UNIVERSITY OF KENT AT CANTERBURY

Annex 2

UKC Programme Specifications Template

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found [either by following the links provided or in the programme handbook]. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

<table>
<thead>
<tr>
<th>Foundation Degree Stage Management and Technical Theatre.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awarding Institution/Body</td>
</tr>
<tr>
<td>2. Teaching Institution</td>
</tr>
<tr>
<td>3. Teaching Site</td>
</tr>
<tr>
<td>4. Programme accredited by:</td>
</tr>
<tr>
<td>5. Final Award</td>
</tr>
<tr>
<td>6. Programme</td>
</tr>
<tr>
<td>7. UCAS Code (or other code)</td>
</tr>
<tr>
<td>8. Relevant QAA subject benchmarking group(s)</td>
</tr>
<tr>
<td>9. Date of production/revision</td>
</tr>
<tr>
<td>10. Applicable cohort(s)</td>
</tr>
</tbody>
</table>

11. Educational Aims of the Programme
The programme aims to:
1. To develop a range of managerial, technical and craft competences as the relate to stage management and technical theatre
2. To equip students to gain direct employment into theatre and its related media
3. To equip students with a knowledge of the range of employment and career development opportunities
### Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the subject benchmarking statement for *(SB)*.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and Understanding of:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Human, physical and resource management strategies related to stage management and technical theatre roles | **Teaching/Learning**  
- Small group practical class work tutor led  
- Full group tutor led class work  
- One to one tutorials  
- Guest Lecturers and seminars  
- Individual written project work  
- Experiential learning on assistant and head of department roles on public productions and workshops from pre-rehearsal to the get-out  
- Industry based placements |
| 2. The processes by which performance is created, realised and managed from a technical theatre aspect *(SB)* | **Assessment:**  
Assessment is continuous and measured against the learning outcomes.  
Students are assessed in the following ways  
- Completion of set tasks during class room based exercises.  
- Achievements towards learning outcomes whilst undertaking assistant and head of department roles on public and workshop performances.  
- Attendance records  
- Achievements towards learning outcomes set for individual project work  
- Written and verbal feedback from placement employers  
- Assessment feedback is given in written and verbal form |
| 3. Roles and responsibilities of the stage management, lighting, sound and scenic construction departments in the realisation of a production *(SB)* |                                                                                                     |
| 4. The roles and responsibilities of the Director, Designer, Production Manager, Musical Director and Choreographer in the concept and realisation of a production *(SB)* |                                                                                                     |
| 5. Diversity of style and professional practice within the entertainment industry and employment opportunities and career paths available across the industry *(SB)* |                                                                                                     |
| 6. Professional management skills and professional development strategies |                                                                                                     |
during one to one tutorials at the end of each unit of work.
- Copies of assessment feedback is given to the student to allow the individual to continue to develop competences

<table>
<thead>
<tr>
<th>Skills and Other Attributes</th>
<th>Teaching/Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Intellectual Skills:</td>
<td></td>
</tr>
<tr>
<td>7. Systematic and critical evaluation of a wide range technical and managerial issues and problems with the aim to develop a range of realistic solutions in a theatre context (SB)</td>
<td></td>
</tr>
<tr>
<td>8. The ability to tackle problems and seek out appropriate manageable solutions (SB)</td>
<td></td>
</tr>
<tr>
<td>9. The ability to take responsibility and work under one’s own initiative (SB)</td>
<td></td>
</tr>
<tr>
<td>10. The ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context (I Level FHEQ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td></td>
</tr>
<tr>
<td>• Completion of set tasks during class room based exercises.</td>
<td></td>
</tr>
<tr>
<td>• Achievements towards learning outcomes set for individual project work</td>
<td></td>
</tr>
<tr>
<td>• Experiential assistant roles on public and/or workshop productions from pre-rehearsal to the get-out</td>
<td></td>
</tr>
<tr>
<td>• Experiential head of department roles on public productions and/or tours from pre-rehearsal to get-out</td>
<td></td>
</tr>
<tr>
<td>• Professional industry based placements</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:**
Assessment is continuous and measured against the learning outcomes.

Students are assessed in the following ways

- Completion of set tasks during class room based exercises.
- Achievements towards learning outcomes whilst undertaking assistant and head of department roles on public and workshop performances.
- Attendance records
- Achievements towards learning outcomes set for individual project work
<table>
<thead>
<tr>
<th>C. Subject-specific Skills:</th>
<th>Teaching/Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Creating original work using the skills and crafts of performance making (SB)</td>
<td>• Experiential assistant roles on public and/or workshop productions from pre-rehearsal to the get-out</td>
</tr>
<tr>
<td>12. Achieving expertise in the use of various technical apparatus necessary to realise the demands of production in live performance and/or recorded media (SB)</td>
<td>• Experiential head of department roles on public productions from pre-rehearsal to get-out</td>
</tr>
<tr>
<td>13. The key skills studied include; Stage management Prop making and sourcing Stage Lighting and Electrics Theatre Sound Scenic Construction Stage Craft The principles of Set Design Model Making First Aid Health and Safety Technical Drawing</td>
<td>• Work Placement</td>
</tr>
</tbody>
</table>

Assessment:
Assessment is continuous and measured against the learning outcomes(as shown in the student handbook)

Students are assessed in the following ways

• Achievements towards learning outcomes whilst undertaking assistant and head of department roles on public and workshop performances.
• Achievements towards learning outcomes set for individual project work
• Employer Reports from work placement
<table>
<thead>
<tr>
<th>D. Transferable Skills:</th>
<th>Teaching/Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Communication skills both oral and written <em>(SB)</em></td>
<td>• Individual written project work</td>
</tr>
<tr>
<td>15. Negotiation and pursuing goals with others <em>(SB)</em>- Team work and participation</td>
<td>• Experiential assistant roles on public and/or workshop productions from pre-rehearsal to the get-out</td>
</tr>
<tr>
<td>16. Team leadership <em>(SB)</em></td>
<td>• Experiential head of department roles on public productions and/or tours from pre-rehearsal to get-out</td>
</tr>
<tr>
<td>17. IT Skills for presentation and research <em>(SB)</em></td>
<td>• Industry based placements</td>
</tr>
<tr>
<td>18. Time management <em>(SB)</em></td>
<td></td>
</tr>
<tr>
<td>19. Negotiation skills <em>(SB)</em></td>
<td></td>
</tr>
<tr>
<td>20. Work independently <em>(SB)</em></td>
<td></td>
</tr>
<tr>
<td>21. Basic financial management</td>
<td></td>
</tr>
<tr>
<td>22. Information retrieval skills, involving the ability to gather, sift, synthesise and organise material independently and critically evaluate its significance <em>(SB)</em></td>
<td></td>
</tr>
</tbody>
</table>

**Teaching/Learning**

- Individual written project work
- Experiential assistant roles on public and/or workshop productions from pre-rehearsal to the get-out
- Experiential head of department roles on public productions and/or tours from pre-rehearsal to get-out
- Industry based placements

**Assessment:**
Assessment is continuous and measured against the learning outcomes (as shown in the student handbook)

Students are assessed in the following ways

- Achievements towards learning outcomes whilst undertaking assistant and head of department roles on public and workshop performances.
- Achievements towards learning outcomes set for individual project work
- Employer Reports from work placement

For more information on which modules provide which skills, see the module mapping
The academic year runs from September until the end of the third week in July. There are three terms of between 12 – 15 weeks of full time study. The autumn term runs from September until the middle of December, the Spring term runs from the first full week in January until the end of March and the summer term runs from April until the middle of July. LAMDA will provide students with accurate term dates on application. There are approximately 35 contact teaching hours per week. This figure may rise to accommodate technical rehearsal and production time when staging showings and public performance.

Each year of study offers 120 credits. The first year offers four modules with a total of 1200 notional contact learning hours. The second year offers two compulsory and four optional modules with a total of 1500 notional contact learning hours. As students progress through the programme they are expected to commit increasing amounts of time to their study to reflect the needs of rehearsal and performance. One credit corresponds to approximately ten hours of ‘learning time’.

This programme is offered in full-time mode and lasts 2 years. Students must successfully complete all modules in year one to progress to year two and complete all required and optional modules, to gain the award.

It is expected that all the required modules in Year 1 will be completed in that year, however there is provision for students to complete either, the principles and procedures of stage management, lighting or scenic carpentry in the first half term of the second year. This is due to the performance schedules that LAMDA operates over an academic year. However all the first year modules must be successfully completed before undertaking the second year modules.

All required modules and the three optional modules must be successfully completed in the second year to gain the award, there is no extension on this timeframe. Optional modules are negotiated with the Course Director to ensure full production coverage.

In the year two modules, the professional practice module in stage management is both a required and optional module. Students must complete one stage management module in year two, however those students who are interested in pursuing a stage management career, are able to take additional optional modules and gain further experience within the programme. Students may select to do an optional module on one or more occasions during the second year. The nature of the theatre production means that every performance offers different opportunities and challenges. Students who elect to take two optional modules in the same department (lighting, sound, stage management or scenic workshop) will therefore be undertaking different work when completing each 25 credit module.

At its discretion the Academy allows for narrow failure in a small proportion of
modules to be compensated by good performance in other modules or, in cases of documented illness or other mitigating circumstances, condoned.

Should a student to fail a module, a retake of that module would be organised within the same academic year, with the approval of the external examiner. This is possible as the External Examiner views all technical rehearsals – seeing “live action” work and is therefore able to concur or otherwise, decisions of the teaching staff immediately after the module is completed.

Wherever possible, the retrieval will take the form of another show rotation – the primary teaching resource on this programme. However, should this not be possible, an appropriate alternative assessment format will be agreed between the student and tutor, with the approval of the External Examiner.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Modules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAMDA100</td>
<td>Principles and procedures of stage management</td>
<td>One</td>
<td>40</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA101</td>
<td>Principles and procedures of the lighting department</td>
<td>One</td>
<td>35</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA102</td>
<td>Techniques of sound recording and playback</td>
<td>One</td>
<td>10</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA103</td>
<td>Principles and procedures of the scenic workshop</td>
<td>One</td>
<td>35</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Required Modules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAMDA200</td>
<td>Professional practice – Stage management</td>
<td>Two</td>
<td>25</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA201</td>
<td>Professional employment preparation</td>
<td>Two</td>
<td>20</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td></td>
<td><strong>Optional Modules</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAMDA506</td>
<td>Professional practice – lighting department</td>
<td>Two</td>
<td>25</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA507</td>
<td>Professional practice – Sound department</td>
<td>Two</td>
<td>25</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA508</td>
<td>Professional practice – scenic workshop</td>
<td>Two</td>
<td>25</td>
<td>Autumn, Spring, Summer</td>
</tr>
<tr>
<td>LAMDA509</td>
<td>Professional</td>
<td>Two</td>
<td>25</td>
<td>Autumn,</td>
</tr>
</tbody>
</table>
14. Work-Based Learning
Where relevant to the programme of study, provide details of any work-based learning element, inclusive of employer details, delivery, assessment and support for students.

- Students undertaking the compulsory Professional Employment Preparation module will be expected to complete at least one work placement with a professional services provider in the creative arts sector. Usually placements are undertaken for stage management with a theatre company, either a repertory theatre or individual company. Technical skills placements are normally provided with Professional Services companies. A placement period is up to six weeks. A student may work with more than one company in that period depending on the type of work experience they are looking to gain. A placement will be scheduled during the academic year alongside professional practice modules. There is no fixed calendar period when placements take place.

- LAMDA has always provided work placements on this programme and has built up a network of placement providers over the years. A list of most recent placement providers can be provided to UKC on request.

- Assessment for placements is two-fold. The placement provider is briefed by the Course Director and given a pro-forma to complete at the end of the placement period. The placement provider will normally have a de-briefing session with the student before they leave the placement, to give feedback on the placement experience. The placement provider will allocate the student a grade from the LAMDA grading criteria supported by the Course Director.

- In addition, the student must keep a placement journal commenting on the journal criteria laid out in the student handbook. The journal and the placement providers report are then discussed with the student and the final grade is verified.

- Throughout the placement period, the Course Director will make contact with the student during the placement as well as with the placement provider, to ensure the placement experience is as expected. Students are briefed before they attend a placement and a copy of the placement guidance is included in the student academic handbook.

- The guidance provided includes information about making a complaint if there is a problem with a placement and conforms to the requirements of the QAA Guidance on Placement Learning.
15. Support for Students and their Learning

- Induction Programme
- Handbooks (one for day to day information, one for academic details relating to the programme of study)
- Student:staff Ratio 3.09:1 (2002)
- Library (Theatre history and scripts)
- Learning Resources including:
  - 129 seat versatile theatre with full sound, lighting and flying capabilities.
  - Scenic Workshop
  - Sound Studio
  - Studio Theatre seating 100 with sound and lighting capabilities
  - Computer Access for students at the MacOwan Theatre 4:1.
  - Computer Access for students in the Stage Management Offices at Talgarth Road 4:1
  - Free Wi-Fi network for students
  - Internet access
  - Athens Accounts are available for all students.

Academic Support Systems

- Progression through the programme is guided by the Course Director providing feedback and support on the work undertaken in order to allow the individual to achieve their maximum potential within the programme. This is supported by individual course teachers.
- Continuous feedback is given formally and informally as students progress through the modules of work and a summation of achievement is provided through the twice a term tutorial system. The student will meet with their line tutor to discuss their achievement within the department, they will then have another tutorial with the Course Director to discuss their overall progress within the programme. The student:staff ratio allows for any student experiencing difficulties to have close contact with their on line tutor or Course Director to discuss any issues and formulate strategies for achievement at any time during the module.
- Students have access to a library and IT facilities including internet access to support research work undertaken.
- The Course Director, resident teaching staff, work placements and visiting lecturers provide advice regarding professional stage management and technical theatre careers.
- There is no opportunity to transfer to another programme of study at LAMDA as this is the only programme of this nature.
- Central Support Systems.
- LAMDA provides access to a medical practice for emergency advice from a doctor as well as the use of other medical facilities. This service is free.
- LAMDA has an independent in-house student counselling service and arrangements are made directly between the student and the counsellor.
- There is a Learning Agreement system in place to support students with disabilities. Reasonable adjustments are made to ensure students can achieve the learning outcomes.
• Initial reports for students with suspected specific learning difficulties, such as Dyslexia are funded by LAMDA. Students are then supported in making DSA applications.

16. **Entry Profile**

**Entry Route**

• Entry is by interview
• Candidates must be able to demonstrate their intellectual, creative and practical abilities to undertake an I level programme
• Candidates must have experience in school, amateur or professional productions and some basic knowledge of stage management and technical theatre.
• Candidates must be proficient in the English Language
  Students may be asked to prove English Language proficiency. This will be judged at interview, but LAMDA will also accept one of the following
  - Average 6.5 in IELTS test, minimum 6.0 in reading and writing
  - Grade B in Cambridge Certificate of Proficiency in English
  - Grade A in Cambridge Advanced Certificate in English
  - Pass overall in the JMB/NEAB Test in English for Overseas Students, with at least B in Writing, Reading and Speaking modules
  - A TOEFL score of at least 580 (written test) or 237 (computer test).
• Candidates should be able to satisfy any other general entrance requirements

**What does this programme have to offer?**

• Practical professional skills in a range of technical theatre and stage management disciplines for a career in theatre
• A range of transferable skills that will support the student in any other field of work they may develop into over their lifetime.

**Personal Profile**

• A commitment to a vocational career in theatre
• An obvious enthusiasm for stage management and theatre crafts
• A personality and attitude to be an asset to the programme.

17. **Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

**Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards**

• External Accreditation from the National Council for Drama Training (NCDT)
• Performance Review reports provided by NCDT
• Annual monitoring of graduate records
• Annual Programme Report to UKC and CDD
• Annual Affiliate Report to CDD
- LAMDA Internal Exam Board
- Board of Examiner Report
- External Examiners Reports
- Course Board SMTT
- Academic Board
- Industry feedback particularly from placement providers
- Staff appraisals
- Student feedback

### Committees with responsibility for monitoring and evaluating quality and standards
- LAMDA Academic Board
- CDD Academic Board
- Stage Management Course Board
- LAMDA Exam Board
- Board of Examiners UKC

### Mechanisms for gaining student feedback on the quality of teaching and their learning experience
- Student Quality Assurance Review meetings once a term
-Anonymous Questionnaire once a year.
- Debrief sessions with students and staff team after each public and/or workshop production
- The tutorial system

### Staff Development priorities include:
- Ensuring the staff team remain engaged with the developments in the profession.
- Supporting the staff team in their work as teachers and mentors.

### 18. Indicators of Quality and Standards
- Accreditation by the National Council for Drama Training. 6 successful accreditations, each of a maximum of 5 years duration. The Course was last accredited in January 2005 with no recommendations.
- Detailed employment records for three years following graduation. 90% of graduates are still employed within the industry at the three year measurement point.
- QAA Audit on CDD.

The following reference points were used in creating these specifications:
- Benchmarking Statement for Dance, Drama and Performance
- National Council for Drama Training - Criteria for Accreditation 2002
- NOS for technical theatre (where they exist)
- QAA Guidance on Programme Design Sept 2006

Programme Specification Template