Please note: This specification provides a concise summary of the main features of the programme and 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 in the programme handbook. The accuracy of information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title: MA in Directing

<table>
<thead>
<tr>
<th>1. Awarding Institution/Body</th>
<th>University of Kent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution</td>
<td>London Academy of Music and Dramatic Art (LAMDA)</td>
</tr>
<tr>
<td>3. School responsible for management of the programme</td>
<td>School of Arts</td>
</tr>
<tr>
<td>4. Teaching Site</td>
<td>LAMDA, 155 Talgarth Road, W14 9DA</td>
</tr>
<tr>
<td>5. Mode of Delivery</td>
<td>Full-time</td>
</tr>
<tr>
<td>6. Programme accredited by</td>
<td>n/a</td>
</tr>
<tr>
<td>7. Final Award</td>
<td>Master of Arts (180 credits/90 ECTS)</td>
</tr>
<tr>
<td></td>
<td>Please note that the programme contains an exit point for those students qualifying for, and wishing to take, a Postgraduate Diploma, PG Dip (120 credits/ 60 ECTS).</td>
</tr>
<tr>
<td>8. Programme</td>
<td>Directing</td>
</tr>
<tr>
<td>9. UCAS Code (or other code)</td>
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</tr>
<tr>
<td>10. Credits/ECTS value</td>
<td>180 credits/ 90 ECTS</td>
</tr>
<tr>
<td>11. Study Level</td>
<td>M- level</td>
</tr>
<tr>
<td>12. Relevant QAA subject benchmarking group(s)</td>
<td>The following website has been used to provide information underpinning this document: <a href="http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx">http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</a>. This programme specification has been benchmarked against four specific documents, three of which are QAA publications and the fourth is LAMDA’s MA in Classical Acting (also validated by the University of Kent). Generic information as to the content of the programme specification has been based on the QAA’s Guidelines for preparing programme specifications (QAA, 2006) whereas M- level learning has been modelled on the programme specification for a Master’s degree in Business and Management (QAA, 2007). Particular areas of interest in this document have been the references to managing others and communication skills, both of which apply conceptually to the MA in Directing.</td>
</tr>
</tbody>
</table>
Theatre-specific understanding has been referenced from the programme specification LAMDA’s MA in Classical Acting for the Professional Theatre.

The combination of all documents has been used in the spirit identified in the Guidelines for preparing programme specifications (QAA, 2006), in which the use of subject benchmarks is described as ‘a point of comparison, a stimulus to reflection, and a reference against which individual programme specifications may be justified’.

To ensure that learning outcomes, assessment methodologies and entrance criteria are compliant with the scope identified at NQF level 7, the QAA’s guidelines on Master’s degree characteristics (QAA, 2010) have been used. This document’s references to ‘work-based or practice-related learning’ have enabled the design of the MA in Directing to promote the analytical understanding of practitioner activity within the context of reflective practice.

13. Date of creation/revision
April 2013/revised Nov 2013/updated June 2014

14. Intended Start Date of Delivery of this Programme
September 2014

15. Educational Aims of the Programme
The programme aims to:

1. The MA in Directing at LAMDA aims to provide excellence in learning and teaching by linking the practice-led acquisition of skills to critical enquiry at M-level. The training provided introduces the student to the diverse skills needed in directing which establishes the basis for on-going professional development, thereby enabling the student to apply research skills gained to both professional and academic environments. The nature of the subject area generally, as well as Module D03 (Companies and Practitioners) specifically, encourages the student to draw on international English-language resources.

2. The content of the programme is organised according to the range of professional skills required of directors, thereby enabling students to enter the workplace with a skill base that can be drawn upon for the purpose of further learning. The workload of the programme also reflects the pace; content and diversity that students will need to manage upon entering the profession.

3. Overall, the focus of the programme is to enable the student to gain skills, to work successfully with M-level understanding and to be able to further these skills effectively upon completion of the programme.

16 Programme Outcomes
The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Please note: All referencing maps to the module map for this programme.

A. Knowledge and Understanding:
1. The actor’s craft requires
   - Being able to demonstrate an understanding of the actor’s craft from his/her perspective A4, 5, B6, C4, 5, 9 D1, 2, 3, 4
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- Being able to demonstrate an understanding of the key concepts used in the creation of a character A4, 5, 6, B3, 4, 6, C4, 9, D1,2, 3, 4
- Offering critical reflection in observation of creative process A3, 4, 6, B1, 2, 3, 5, 6, C2, 3, 4, 7, D4, 6
- Being able to work with actors on a given production as appropriate A4, 5, 6, B, 3, 5, C4, 5, 8, 9 D1, 2, 3

2. Planning and staging productions necessitates
- Developing analytical skills in relation to companies and practitioners A1, 2, 3, B1, 3, 4, 5, C3, 4, D5, 6, 7
- Understanding company structures and funding sources A1, 2, B1, 3, 5, C4, D5, 6

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The MA in Directing draws on a range of teaching, learning and assessment methods. The essence of training provided is based on the on-going relationship between doing, evaluating, and revising. Students are guided through weekly tutorials, and by working with industry professionals. Academic assessment takes place by a range of assessment procedures. These include, but are not exclusive to, tutorials, director’s work books and logs, presentations, video diaries, written submissions and staged productions, as specified in the module descriptions.

Skills and Other Attributes

B. Intellectual Skills:
1. Analysing and evaluating the actor’s skills, such as
   - Physical skills A5, 6, B3, 6, C5, 8, D1, 2, 4
   - Teamwork in relation to working as an ensemble A4, 5, B3, 6, C4, 5, 8, 9, D1, 2, 4

2. Working with scripts creatively, thereby
   - Understanding the development of individual creative process A4, B5, 6, D3, 5, 6
   - Demonstrating analytical skills in relation to contextual script analysis in live or recorded media A2, 3, 4, B3, 5, 6, C2, 4, 9, D5
   - Being able to demonstrate critical thinking in play selection A1, 3, B1, 2, 4, C1, 2, 9, D3, 5
   - Developing dramaturgical skills when working with writers A1, 3, 4, 6, B1, 3, C4, 5, 8, 9, D1, 2, 3, 4, 5, 7
   - Being able to produce effective critiques so as to develop new writing A1, 2, 3, 6, B3, 6, C4, 6, 8, 9, D1, 2, 3, 4, 5, 7
   - Understanding the craft of the writer A2, 3, C4, 6, D3, 4, 5, 7

3. Adapting the processes of production, thereby
   - Developing conceptual thinking leading to initial design ideas A3, B2, 3, 4, 5, 6, C2, 3, 4, 5, 9, D3, 4, 5, 6
   - Being able to demonstrate how contextual research can lead to creative interpretation A3, B2, 4, 5, 6, C2, 3, 4, D3, 4, 5, 6
   - Realising the role of the director in relation to the 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
   - Demonstrating an understanding of the actor’s process and how to best utilise this knowledge in the rehearsal room A1, A5, 6, B3, 5, 6, C4, 6, 7, 8, D1, 2, 3, 4

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated
The MA in Directing draws on a range of teaching, learning and assessment methods. The essence of training provided is based on the on-going relationship between doing, evaluating, and revising. Students are guided through weekly tutorials, and by working with industry professionals. Academic assessment takes place by a range of assessment procedures. These include, but are not exclusive to, tutorials, director's work books and logs, presentations, video diaries, written submissions and staged productions, as specified in the module descriptions.

C. Subject-specific Skills:
1. Having practical experience of the actor's skills, thereby
   - Demonstrating the development of co-operative working skills A4, 5, B1, 3, 5, 6, C4, 5, 6, 7, 8, 9, D1, 2, 4
   - Demonstrating the ability to use appropriate dramaturgical skills in scenario development and execution A1, 3, 4, 6, B1, 2, 5, 6, C2, 3, 4, 6, 7, D1, 2, 3, 6

2. Writing material for the stage, leading to
   - Understanding the importance of play selection A1, 4, B1, 3, 5, 6, C1, D5, 6, 7
   - Being able to produce a prepared production script A1, 2, 3, B1, 2, 3, 4, 5, C1, 2, 3, 9, D3, 4, 5, 6
   - Responding creatively in the development of production concept A1, 3, B1, 2, 4, 5, C1, 2, 3, 4, 9, D3, 4, 5, 6

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The MA in Directing draws on a range of teaching, learning and assessment methods. The essence of training provided is based on the on-going relationship between doing, evaluating, and revising. Students are guided through weekly tutorials, and by working with industry professionals. Academic assessment takes place by a range of assessment procedures. These include, but are not exclusive to, tutorials, director's work books and logs, presentations, video diaries, written submissions and staged productions, as specified in the module descriptions.

D. Transferable Skills:
1. Evaluating given material, thereby
   - Demonstrating critical response B6, C4, 5, D4, 6
   - Evidencing Independent learning A1, B3, C9, D4, 5, 7
   - Demonstrating communication & presentation skills A1, C4, 5, D1, 2, 4
   - Developing critical evaluation of working methods employed A4, 5, 6, B, 5, 6, C2, 5, 8, D6
   - Developing personal critical thinking A2, 3, 4, B1, 6, C4, 6, 8, D3, 4, 7

2. Working with people in a professional setting, leading to
   - Being able to demonstrate the skills to work within the collective work ethic A5, B3, C8, 9, D1, 2, 4
   - Developing critical and reflective skills in the observation of process A1, 4, B3, 6, C2, 5, 8, D1
   - Being able to work co-operatively within a company situation A4, 5, 6, B3, 5, 6, C4, 5, 8, 9, D1, 2, 3, 4
   - Being able to plan and manage time strategically A1, 3, 4, B1, 3, 5, 6, C5, 8, 9 D3, 4
   - Being able to demonstrate leadership within a company A1, 4, 5, 6, B3, 5, C3, 4, 5, 6, 7, 8, 9, D1, 2, 3, 4
   - Demonstrating evidence of the development of personal interpretative responses to varied input A3, 4, B1, 3, 5, 6, C2, 3, 4, 6, 7, D3, 4, 6
   - Demonstrating 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
3. Adapting to a range of environments/ working conditions, thereby
   - Being able to demonstrate constructive analysis of work undertaken in class and presentation A4, 6, B3, 4, 6, C2, 5, D4
   - Managing workloads and deadlines A4, B3, 6, C9, D3, 4

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

The MA in Directing draws on a range of teaching, learning and assessment methods.

The essence of training provided is based on the on-going relationship between doing, evaluating, and revising. Students are guided through weekly tutorials, and by working with industry professionals. Academic assessment takes place by a range of assessment procedures. These include, but are not exclusive to, tutorials, director’s work books and logs, presentations, video diaries, written submissions and staged productions, as specified in the module descriptions.

For information on which modules provide which skills, see the module mapping

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is delivered over four terms full-time.

It is divided into two stages. Stage 1 comprises modules to a total of 120 credits and Stage 2 comprises a 60 credit production module, equivalent to a dissertation. To be eligible for the award of a masters degree students must obtain 180 credits, at least 150 of which must be Level M. Students who obtain 120 credits, but excluding Directing 2 (Module 7), will be eligible for the award of diploma.

The allocation of credits in relation to the terms of study reflects a number of different elements. Appropriate time for the acquisition, and subsequent reflection and application of skills, knowledge and understanding needed to be built into the programme to allow students the opportunity to engage fully with learning that results in an overall outcome, defined by the QAA’s Master’s degree characteristics (QAA, 2010) as being indicative of an ‘in-depth knowledge and understanding of their profession, informed by current practice’.

Furthermore, the sequence of the programme content moves from enabling students to evaluate the practitioner skills of an actor at the beginning, and learning directorial decision making and research skills, to a gradual application of the understanding gained. This journey mirrors the multi-layered levels of professional expertise the programme seeks to promote in its graduates.

Therefore, the balancing of credits per term has been guided by the skills and understanding a student is intended to acquire, and by the nature and sequence of the workload itself, as opposed to any attempt to distribute the overall numbers of credits equally across the terms available.

LAMDA believes that doing so offers the student a realistic preparation for the profession as it mirrors the pace of directorial tasks found in the theatre.

All modules are at M level. The modules and their learning hours and weightings are as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMDA806</td>
<td>The Director’s Toolkit</td>
<td>450</td>
<td>45</td>
</tr>
<tr>
<td>LAMDA807</td>
<td>The Director Prepares</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>LAMDA808</td>
<td>Skills 1: Research and Presentation (Companies and Practitioners)</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>LAMDA809</td>
<td>Skills 2: The Assistant Director</td>
<td>800</td>
<td>30</td>
</tr>
<tr>
<td>LAMDA810</td>
<td>Skills 3: Director and the Script</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>LAMDA811</td>
<td>Directing 1: Directing Devised Projects</td>
<td>150</td>
<td>15</td>
</tr>
<tr>
<td>LAMDA812</td>
<td>Directing 2 – Directing the Production</td>
<td>600</td>
<td>60</td>
</tr>
</tbody>
</table>
Students must successfully complete each module in order to be awarded the specified number of credits for that module. In all modules (except for module D04) one credit corresponds to approximately ten hours of ‘learning time’ (including all classes and all private study and research). Thus obtaining 180 credits in an academic year requires generally 1,800 hours of overall learning time. However, given the particular requirements of this course, and the need for directors to be engaged in the rehearsal processes associated with dramatic art training, there are an overall of 2300 learning hours that are required for this programme.

All modules are compulsory. There are no optional components in this programme.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAMDA806</td>
<td>The Director’s Toolkit</td>
<td>M</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td>LAMDA807</td>
<td>The Director Prepares</td>
<td>M</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>LAMDA808</td>
<td>Skills 1: Research and Presentation (Companies and Practitioners)</td>
<td>M</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>LAMDA809</td>
<td>Skills 2: The Assistant Director</td>
<td>M</td>
<td>30</td>
<td>2+3</td>
</tr>
<tr>
<td>LAMDA810</td>
<td>Skills 3: Director and the Script</td>
<td>M</td>
<td>10</td>
<td>2+3</td>
</tr>
<tr>
<td>LAMDA811</td>
<td>Directing 1- Directing Devised Projects</td>
<td>M</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>LAMDA812</td>
<td>Directing 2 – Directing the Production</td>
<td>M</td>
<td>60</td>
<td>3+4</td>
</tr>
</tbody>
</table>

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

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.

Module D04 contains the opportunity of production placements. These will be delivered by LAMDA as part of its range of in-house productions. All assessments are provided by members of staff.

D04 is a 30 credit module, thus requiring 300 hours of student effort. However, this module is embedded in a larger professional-practice activity, requiring 800 hours of student effort in total.

19 Support for Students and their Learning

The following services are available to students at LAMDA and/or the Conservatoire of Dance and Drama (CDD):

- Student induction programme
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- Programme/module handbooks
- Module, Year and Programme tutors
- Disability Support Services
- Counselling Service
- Accommodation and Budgeting Counselling
- Information Services (computing and library services)
- Medical Support
- One-to-one assistance in matters relating to academic practice (Study Support)

20 Entry Profile
The minimum age to study a degree programme at the university is normally at least 18 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route
For fuller information, please refer to the University prospectus

Applicants are expected to have completed an undergraduate degree (or equivalent) in a related subject, such as drama/theatre studies, or have relevant professional experience that has prepared the student for academic study at M-level. Applicants admitted on the basis of their professional experience only will be assessed according to the student profile set out in the QAA’s guidelines for Master’s degree characteristics (QAA, 2010), which state that ‘entrants who have acquired experience through work or other means that enables staff responsible for admissions to be confident of the applicant’s ability to succeed in the programme’ may be admitted.

No minimum degree classification is required as applicants are assessed on their experience of directing and ability to apply themselves to the diverse nature of the training.

LAMDA’s interview process is detailed and seeks to engage those applicants who demonstrate clear aptitude for the balance of vocational training and analytical understanding.

Applicants who are not native English speakers are required to provide a valid IELTS test report. Applicants are expected to achieve an Overall Score of 7.0 (with 7.0 in each sub-test – listening, academic reading, academic writing and speaking). However, if an applicant has recently studied successfully for an academic qualification issued by an institution in an English speaking country, s/he is not required to submit a language test. If this is the case, s/he will be required to provide copies of certificates that show graduation from such an institution.

20.2 What does this programme have to offer?

The programme offers the opportunity to develop skills as a director by combining practical experience of a variety of roles and tasks with the rigour of academic analysis. This process is overseen by expert practitioners who are part of the LAMDA Faculty.

LAMDA’s limited number of places on this course, 4-8 students per annum, underlines the institution’s commitment to regarding this course as a platform for emerging professionals in their field.

20.3 Personal Profile

LAMDA prefers students to arrive with some experience of directing, either as part of a student’s undergraduate training, or with some semi-professional or professional track record. Students need to demonstrate that they have an understanding of the range of skills actors need, as well as having some awareness of the profession and the working environments and conditions thereof.

An essential aspect of a student’s profile is the willingness to embrace new concepts, and to show that decision-making in Arts and Humanities may be based on evaluating and balancing a range of diverse criteria.

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards
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- Periodic Programme Review [http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html)
- External Examiners System [http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html)
- Annual programme and module monitoring reports [http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- QAA Higher Educational Review
- Student module evaluations
- Annual staff appraisal
- Peer observation
- Annual programme Monitoring Report to UoK and CDD
- LAMDA Exam Boards
- External Examiner Reports
- LAMDA LTQAC

### 21.2 Committees with responsibility for monitoring and evaluating quality and standards

- LAMDA Academic Board
- LAMDA Head of Department meetings
- CDD Academic Board
- LAMDA Internal Exam Board

### 21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Student Quality Assurance feedback one a term
- Student participation at LAMDA’s Teaching and Learning Committee
- LAMDA tutorial system with Heads of Years

### 21.4 Staff Development priorities include:

- Annual Appraisals
- Institutional Level Staff Development Programme
- Professional body membership and requirements
- Programme team meetings
- Conferences
- LAMDA staff research policy

### 22 Indicators of Quality and Standards

- Annual External Examiner reports
- Annual programme and module monitoring reports
- Graduate Destinations Survey
- QAA Collaborative Provision Audit 2010

### 22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- QAA Benchmarking statement/s
- LAMDA MA in Classical Acting for the Professional Theatre programme specification
- LAMDA /Learning and Teaching Strategy
- LAMDA Strategic Plan 2012-2015