

# <sup>1</sup> Programme Specification: BA (Hons) Stage Management

**NOTE:** This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

<b>1</b>	<b>Awarding Institution / Body:</b>	<b>Birmingham City University</b>
<b>2</b>	<b>Teaching Institution:</b>	<b>Birmingham School of Acting</b>
<b>3</b>	<b>Programme accredited by:</b>	
<b>4</b>	<b>Final Award:</b>	<b>BA (Hons)</b>
<b>5</b>	<b>Programme Title:</b>	<b>BA (Hons) Stage Management</b>
<b>6</b>	<b>UCAS Code:</b>	<b>N/A</b>
<b>7</b>	<b>QAA Benchmarking Group:</b>	<b>N/A</b>

## **8 Aims of the programme**

**The programme aims to provide learners with:**

- An understanding of and an ability to demonstrate a thorough knowledge of all areas of stage management.
- An understanding of the core skills in technical theatre and design, including wardrobe and props.
- An awareness of the administration and funding of events and small theatre companies.
- Ability to develop personal organisational and observational skills.

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<sup>1</sup> Please note: for the purposes of the award of BA (Hons) Stage Management, the term 'programme' is interchangeable with the term 'course'.

Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

### Knowledge and understanding

Knowledge and understanding of:	Teaching, learning and assessment methods used:
<ol style="list-style-type: none"> <li>1. Understand the role and responsibility of an Assistant Stage Manager in a theatrical production.</li> <li>2. Understand the use and purpose of theatre lighting, sound and audio-visual technology.</li> <li>3. Understand the use and purpose of props, costume and scenic design.</li> <li>4. Understand and describe the work in a chosen field of study.</li> <li>5. Understand the use and purpose of a prompt script.</li> <li>6. Understand the role and responsibility of a deputy Stage Manager in a theatrical production.</li> <li>7. Understand the use and purpose of either theatre lighting, sound or audio-visual technology in the creative design of a production or theatrical event.</li> <li>8. Understand the use and purpose of either props, costume or scenic design in the creation of a theatre production or theatrical event.</li> <li>9. Understand the resources required to create a theatrical event.</li> <li>10. Understand the health and safety requirements as they relate to a given theatre rehearsal or performance related event.</li> <li>11. Demonstrate understanding of the role and responsibility of a Stage Manager in a theatrical production.</li> <li>12. Discuss the work of a professional organisation or area of professional interest.</li> </ol>	<p>Acquisition of 1, 6, 7, 8, 11 and 13 are through practical sessions, lectures, rehearsal, personal reading and research.</p> <p>Acquisition of 2, 3, are through lectures, practical workshops, personal reading and research.</p> <p>Acquisition of 4, 5, 9, and 10 is through lectures, seminars and personal reading and research.</p> <p>Acquisition of 12, 14 and 15 is through lectures, seminars, contact with industry professionals.</p> <p>Assessment:</p> <p>Knowledge and understanding is tested through:</p> <p>Practical exercises (1, 2, 3, 6, 7, 8, 11, and 13).</p> <p>Oral presentation (4).</p> <p>Reflective Journal (1, 2, 3, 12 and 13).</p> <p>Workbooks and Business Plans (5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15).</p>

<p>13. Understand the use and purpose of stage management skills, design and various technologies in the creation of production or theatrical event.</p> <p>14. The profession and its employment mechanisms.</p> <p>15. All aspects involved in touring theatre.</p>	
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**Skills and other attributes**

<p><b>Intellectual / cognitive skills: students will be able to</b></p> <ol style="list-style-type: none"> <li>1. Critically evaluate the evolving processes of the assistant stage manager role undertaken in a theatrical production.</li> <li>2. Have an awareness of the creative possibilities that theatre technology provides the theatre-maker or designer.</li> <li>3. Reflect and evaluate their role in the creative process.</li> <li>4. Gather, sift, synthesise and organise material independently.</li> <li>5. Analyse and accurately record rehearsal information.</li> <li>6. Identify and evaluate the evolving processes in a theatrical production.</li> <li>7. Interpret a given technical design brief creatively.</li> <li>8. Interpret a given brief creatively.</li> <li>9. Accurately identify, quantify and assess the requirements of a theatrical event.</li> <li>10. Assess the health and safety risks involved in a given rehearsal or performance related event.</li> <li>11. Critically evaluate the evolving processes of the Stage Manager role undertaken in a theatrical, media or touring production or event.</li> </ol>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>Acquisition of 1, 6, 7, 8, 11, 13 and 14 are through practical sessions, lectures, rehearsal, personal reading and research.</p> <p>Acquisition of 2, and 3 are through lectures, practical workshops, personal reading and research.</p> <p>Acquisition of 4, 5, 9, 10, 16 and 17 are through lectures, seminars and personal reading and research.</p> <p>Acquisition of 12 and 15 are through lectures, seminars, contact with industry professionals.</p>
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<ol style="list-style-type: none"> <li>12. Research and identify opportunities for employment in a chosen field.</li> <li>13. Respond creatively to the possibilities implied by a text, score or other source material.</li> <li>14. Reflect critically upon their contribution to the production team and the creation and performance of the event.</li> <li>15. Target potential employment and/or further training opportunities.</li> <li>16. Prepare a personal career plan.</li> <li>17. Prepare a business plan for a touring piece of theatre.</li> </ol>	<p>Assessment:</p> <p>Intellectual / Cognitive skills are tested through:</p> <p>Practical exercises (1, 2, 3, 5, 6, 7, 8, 11, and 13).</p> <p>Oral presentation (4).</p> <p>Contribution to seminars (4).</p> <p>Reflective Journal (1, 2, 12 and 13).</p> <p>Workbooks and Business Plans (3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 and 17).</p>
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<p><b>Practical skills - students are able to:</b></p> <ol style="list-style-type: none"> <li>1. Carry out the prescribed tasks of an assistant stage manager in a theatrical production.</li> <li>2. Operate and handle lighting, sound and audio-visual equipment.</li> <li>3. Use paper and other simple materials to materialise a design idea or concept.</li> <li>4. Make an oral presentation to the group of their independent research.</li> <li>5. Create a clear and detailed prompt book.</li> <li>6. Carry out the prescribed tasks of a deputy stage manager in a theatrical production.</li> <li>7. Use specialist computer software in the creation of a basic technical design.</li> <li>8. Use specialist computer software in the creation of a basic</li> </ol>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>Acquisition of 1, 6, 11 and 13 are through practical sessions, lectures, rehearsal, personal reading and research.</p> <p>Acquisition of 2, 3, 7 and 8 are through lectures, practical workshops, personal reading and research.</p> <p>Acquisition of 4, 5, 9, 10 and 14 are through lectures, seminars and personal reading and research.</p> <p>Acquisition of 12, 15 and 16 are through lectures, seminars, contact with industry professionals.</p>
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<p>design for either set, costume or props.</p> <ol style="list-style-type: none"> <li>9. Create a business plan including detailed budget.</li> <li>10. Create a Risk Assessment document to a professional standard.</li> <li>11. Carry out the prescribed tasks of a Stage Manager in a theatrical, media or touring production or event.</li> <li>12. Exercise inter-personal and organisational skills in developing networks and collating resources to assist in gaining potential employment and/or placement opportunities.</li> <li>13. Use practical skills in stage management and technical theatre to contribute to the creation and presentation of a performance event.</li> <li>14. Prepare a clear and concise CV that provides accurate and relevant information.</li> <li>15. Demonstrate self-promotion, self-presentation and marketing skills to professional standards.</li> <li>16. Produce a complete business plan to a professional standard.</li> </ol>	<p><b>Assessment:</b></p> <p>Practical Skills are tested through:</p> <p>Practical exercises (1, 2, 3, 6, 8, 11, and 13).</p> <p>Oral presentation (4).</p> <p>Contribution to seminars (4).</p> <p>Reflective Journal (1, 2, 12 and 13).</p> <p>Workbooks and Business Plans (3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16).</p>
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<p><b>Transferable / key skills:</b></p> <ol style="list-style-type: none"> <li>1. Work effectively as an individual and as part of a team.</li> <li>2. Use appropriate word-processing skills in the creation of a handout.</li> <li>3. Document and present work in an appropriate and professional manner.</li> <li>4. Manage personal workloads, and negotiate and pursue goals with others.</li> <li>5. Work effectively as part of a team meeting deadlines.</li> </ol>	<p><b>Teaching, learning and assessment methods used:</b></p> <p>Acquisition of 1, 2, 4, 5, 6 and 8 are through practical sessions, workshops, rehearsal and presentations.</p> <p>Acquisition of 2, 4, and 7 are through lectures, seminars and personal reading and research.</p> <p>Acquisition of 3, 5 and 6 are through lectures, seminars, contact with industry professionals.</p>
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<ol style="list-style-type: none"><li>6. Use appropriate people management techniques.</li><li>7. Organise and present personal study, using clear and concise English, and observing formal academic conventions where appropriate.</li><li>8. Demonstrate individual and collective contribution to a collaborative project.</li></ol>	<p>Assessment:</p> <p>Transferable skills are tested through:</p> <p>Practical exercises (1, 4, 5, 6, and 8).</p> <p>Reflective Journal (1, 2, 3, 6, 7 and 8).</p> <p>Workbooks and Business Plans (2, 3, 4 and 7).</p>
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## Programme structure & requirements, levels, modules, credits, awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below.

### Level 4

Module number	Module name	Credit
ACT4001	PRACTICAL STAGE MANAGEMENT 1	30
ACT4002	TECHNICAL THEATRE SKILLS 1	30
ACT4003	PROP, COSTUME & SCENIC DESIGN 1	30
ACT4004	CONTEXTUAL STUDIES	15
ACT4005	STAGE MANAGEMENT SKILLS	15
	Level 4 (120 credits)	

### Level 5

Module number	Module name	Credit
ACT5001	PRACTICAL STAGE MANAGEMENT 2	30
ACT5002	TECHNICAL THEATRE SKILLS 2	30
ACT5003	PROP, COSTUME & SCENIC DESIGN 2	30
ACT5004	ARTS ADMINISTRATION	15
ACT5005	HEALTH & SAFETY	15
	Level 5 (120 Credits)	

### Level 6

Module number	Module name	Credit
ACT6001	PRACTICAL STAGE MANAGEMENT 3	30
ACT6002	INDUSTRY RESEARCH	30
ACT6003	PROJECT	30
ACT6004	PROFESSIONAL STUDIES	30
	Level 6 (120 Credits)	

## Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

An induction period of normally one week.

Student Handbook and Module guides.

On site library and computer facilities, plus further facilities through BCU and TIC Libraries.

Staff support through the Course Director. All staff are open to personal access to advise on pastoral and course issues.

Professional counselling and Student Support through BCU Student Services.

Medical advice through connected services with experience of performers' needs.

Dietary advice through a qualified dietician.

Small Group Classes allow students to gain advice on problems relating to and arising from the training process.

## Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

## Evaluation and improvement of quality and standards

<b>Committees:</b>	<b>Mechanisms for review and evaluation:</b>
1. Staff Meetings	<i>Student/Staff Feedback</i>
2. Ad-Hoc Project Groups	Student Feedback Questionnaires Student Feedback meetings with Course Director and Year Head
3. Departmental Meetings	Staff feedback questionnaires
4. Course Monitoring Meetings	All feedback is discussed and evaluated at Course Boards and reported upon in the Annual Course Report written by the Course Director.
5. Academic Directorate Meetings	Items arising from meetings between the N.U.S. and Academic Directorate are reported to and evaluated by Course Boards. Students are represented on the Course Board
6. Planning Directorate Meetings	<i>Professional/Academic Monitoring</i>
7. Student Year Meetings	External Examiner Reports. External assessors are used to give professional benchmarking.
8. Whole School Student Assemblies	<b><i>The Examination Board meets to consider marks, progression</i></b>



<p>9. N.U.S. and Academic Directorate Meetings</p> <p>10. Course Board</p> <p>11. Examination Board</p> <p>12. Faculty Board</p> <p>13. Management Meeting</p>	<p><b>and awards</b></p> <p><i>Internal Monitoring</i></p> <p>Peer teaching observation</p> <p>Assessment Workshops.</p> <p>A database of graduate destinations is kept and constantly updated. Graduates are regularly contacted to update their CVs.</p> <p>Yearly Course Monitoring Meetings allow staff to comprehensively examine the Course in detail across disciplines, and its relationship to training and the profession at large.</p> <p><i>Staff Development</i></p> <p>All staff are encouraged and supported to undertake professional and academic development.</p>
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## Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students have access to the University's Standard Undergraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for an Honours degree a student must successfully complete all required assessments and obtain 360 credits. Only assessments at level 5 and 6 are used to calculate the degree classification. The pass-mark in all modules is 40%.

The degree classifications are as follows:

First class honours	average mark of 70%
Upper second class honours	average mark of 60%
Lower second class honours	average mark of 50%
Third class honours	average mark of 40%

**External Examiners** are appointed. Their work and responsibilities include:

- Ensure that the assessments are conducted in accordance with the approved assessment regulations.
- Attend the meeting of the Examination Board at which module marks are determined and ensure that those decisions have been reached by means which accord with the University's requirements and normal practice in higher education.
- See a sample of work of students across the full range of attainment, including failed work, in order to ensure that the standard of marking is appropriate.
- Have sufficient competence in the field or fields of study concerned.
- Where appropriate, to comment upon the design of the programme or programmes and their component parts.
- Report on the standards of student performance in the programme or programmes and on the comparability of those standards with the performance of students taking similar programmes in other UK higher education institutes.